



**JIMMA UNIVERSITY**

**SPORT ACADEMY**

**DEPARTEMENT OF SPORT SCIENCE**

**THE IMPACT OF LARGE CLASS SIZE ON STUDENTS' ACHIEVEMENT  
IN PHYSICAL EDUCATION: IN SOME SELECTED SECONDARY SCHOOLS  
OF NORTH SHEWA ZONE OROMIA REGIONAL STATE**

**BY**

**LEMMA NIGUSU ZELEKE**

**A THESIS TO THE DEPARTMENT OF SPORT SCIENCE, SPORT ACADEMY  
JIMMA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF EDUCATION (MED) IN SPORTS SCINCIE.**

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**JIMMA, ETHIOPIA**

**JIMMA UNIVERSITY**

**SCHOOL OF GRADUTE STUDENTS**

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**LEMMA NIGUSU ZELEKE**

**A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUAT STUDIES OF  
JIMMA UNIVERSITY IN SPORT ACADEMY DEPARTEMENT OF SPORT  
SCIENCE PARCIAL FULFILLMENT OF THE REQUIREMENTS FOR  
DEGREE OF MASTERS IN PHYSICAL EDUCATION.**

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**JIMMA, ETHIOPIA**

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**Declaration**

I declare and affirm that thesis in my own work. I have followed all ethical and technical principles of scholarship in preparation, data collection data analysis compilation of this thesis.

I honestly declare that the thesis the impact of large class size on students' achievement in physical education: In some selected secondary schools of north shewa zone oromia regional state , carried out by me under the guidance and supervision of Samson Wondirad (Assi. Prof) and Mr.Amanu Eba (MSc) demission.

The thesis is Original and not been summated for the awarded of any degree or diploma in any university or institutions.

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**Date**

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**APROVED SHEET**

As members of the examining board of the final Med open defense. We certify that we have read and evaluated the thesis prepared by; **LEMMA NIGUSU** entitled; the impact of large class size on students' achievement in practical class of physical education: in some selected secondary schools of north shewa zone oromia regional state. We recommend that it could be accepted as fulfilling the thesis requirement for the degree of master sport science in Med in physical education.

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**The impact of large class size on students’ achievement in physical education: in some selected secondary schools of north shewa zone oromia regional state**

**Degree Awarded: Med/PhD (encircle one)**

## **BIOGRAPHICAL SKETCH**

The Author, Lemma Nigusu Zeleke was born at Girar Jarso wereda North Showa zone Oromia regional state in Ethiopia, on the 11/5/ 1982 E.C. He attended his school education from chagal elementary and Abdisa Aga secondary school, and Grade 11<sup>th</sup> and Grade 12<sup>th</sup> attend from Fiche preparatory school respectively.

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## **Acronyms and Abbreviation**

LCS: Large Class Size

MOE: Ministry of Education

NASPE: National Association for Sport and Physical Education

PE: Physical Education

SPSS: Stastical Package of Social Science

UK: United Kingdom

UNESCO: United Nations for Education Science and Culture Organization

US: United State

USAID: United State Agency for International Development

## **ABSTRACT**

*The purpose of this study was to investigate the impact of large class size on student's achievements physical education in some selected school of north Showa zone. The study employed a descriptive survey research design and quantitative and qualitative research methods Primary data were collected for the study and sample was drawn from 3 selected schools students, PE teachers and school leaders. Purposive sampling method was used to select the PE teachers and school leaders and among 2930 total number of students 352(12.01%) of them participated in the questionnaire and they were selected using simple random sampling method. To achieve this purpose, 352 students, 3 PE teachers and 3 school leaders were selected as a study sample. From selected schools, 206 students were males and 146 students were females. Those students were selected from grade 9-12. Self administered questionnaire were used to collect the data. The questionnaire contains total of 29 items. The data were analyzed using frequency, percentage, mean and standard deviation by using spss version -20 software. The result of the research show that the impact of LCS on students achievements during practical class of PE, instructional facilities and materials were unsatisfactory for all students, the awareness of students parent regarding the impact of LCS on academic progress were very low, managing and controlling discipline of large class sized class was too difficult for teacher during LCS, regarding solution of LCS, the number of student must be reduce according to the standard. Finally, based on the major findings, possible recommendations were forwarded as either minimizes the effect of LCS on student's achievement during teaching-learning process of PE.*

**Key word:** *Large class size, physical education, physical environment, school facilities, materials*

## **CHAPTER ONE**

### **1. INTRODUCTION**

This chapter deals with background of the study, statement of the problem, research question, objectives of the study, significance of the study, delimitations of the study, limitation of the study, definition of key terms and organization of the study.

#### **1.1 Background of the Study**

Education is our largest industry which over two millions full time teachers are in our nation's school and they account for the largest part of expenses of education. The importance of having effective teachers is, therefore, quite clear. Both from a personal, experiential point of view, more effective teaching and learning in schools should be a national priority.

Physical education is an important part of secondary school curriculum. As an integral part of the total education, health and physical education makes area in the school devoted to the study of human movements, the acquisition of motor skills and promotion of fitness. It is also concerned with the total development of individual encompassing development in psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitudes conducive to a life time of participation is a commonly acknowledged secondary school physical education of governments (Wuestand Lombardo, 1994).

Physical activity and health, teaching children the science of healthful living and skills needed for an active lifestyle (NASPE, 2004).

Class size is an ongoing issue in education and it is continually expanding in many districts. Researchers and educators have argued that large classes can have negative effects on student's achievement. This consists of a decrease in student achievement of those in larger classes and an increase in student achievement of those in smaller classes. The dispute is that students in large classes have less one – on – one time with the teacher, which therefore leads to less instruction time and in turn lower test scores. Also it is implicated that in larger classes discipline becomes more of an issue because there are more students to attend to. On the contrary, in a smaller class students are given more instructional time and are able to focus more on the curriculum being taught instead of discipline and other issues that are occurring around them. Researchers believe that smaller class sizes increase student's achievement. Hoyas(1997) suggests in large class size

students cannot easily and quickly change positions to face each other for pair work and turn around to face the teacher whenever necessary, or to move in full circle for a whole class discussion. Eherenberg, et al (2001) Suggested smaller enrolments and, therefore, smaller staff-to students ratios allow for more creative, challenging and time consuming instructional activities and methods which may promote rigor and student learning in ways unfeasible in large class schools.

On the other hand, in most high schools in Ethiopia large class teaching is still common practice. It is widely admitted that teaching Physical education to a large class has disadvantage over a small class. In Ethiopia large classes are still reality and continue to pose particular challenges to Physical education teachers in promoting students achievement during teaching in the classes. In 2012, pupil –ratio in secondary for Ethiopia 40.4 students per teachers. Though Ethiopia pupil teacher ratio in secondary education fluctuated substantially in recent years. Although some studies that investigated the current teaching Physical education in large classroom in general were carried out, no attempt has been yet made to investigate the impact of large class size management on student’s achievement during teaching physical education particularly. Adeyemi (2008) defined class size as an educational tool that can be described as an average number of students per class in a school, in his finding revealed that school having an average class of 35 and below obtained a better result than schools having more than 35 students in secondary school, students in small classes consistently make significant achievement gains in large classes, he studied influence of class size on the quality of output in secondary school.

This fact suggests a definite necessity to study and explore the existing reality about the impact of large class size on student’s achievement during practical class of physical education in north showa zone some selected secondary school. This problem, of course, is very serious to be overcome soon since the purpose of teaching physical education on student’s achievement. Thus, the impacts of large class size on student’s achievement during teaching-learning process of physical education are the main concerns of this study.

The fact is; however, few students participate in daily physical education, and there is another considerable question about the quality of what is done in physical education classes, that is teaching and curriculum strategies. Since one primary of education is to prepare students to be productive members of the society, attention must be given to physical education to improve health and welfare of the students Wuest and Bucher, (1995).

Quality of physical education incorporates fitness activities in to a regular physical education class and provides a variety physical activity that are fitness enhancing and developmentally appropriate for students. Quality physical education provides students with meaningful and appropriate instructional practices so that students have adequate opportunities to engage in moderate to vigorous activities for enhancing their physical fitness levels in a regular physical education lesson NASPE, (2004).

## **1.2 Statement of the Problem**

Educators are continually searching for ways to increase student's success. Some ways include impact of large class size on student's achievement techniques and researching strategies. Other techniques include a variety of teaching method and tactics. Educators are constantly pressured to raise test scores by administrators and officials. Most schools have extremely large classes, which some believe are linked to lower test scores. However, if they were to decrease in size, students could have opportunities to their academic achievement.

Finn(2000) claims that, large class size has a number of effects on student's engagement. Both the teacher and students face difficulties to apply active learning in their class rooms because of the large number of students.

Large class size also effects the utilization of equipment, students' participation in teaching-learning in physical education, test administration, continuous assessment on each student, and suffocation of the class, impacts of LCS on teachers and students and problems of classroom management. These are the underlining reasons that initiate the researcher to conduct this study. Previous researches conducted on assessing the challenges of teaching speaking skills in large classroom in Ethiopian context in grade 9 at Arert preparatory school by Sisay (2013) and impact of large class size in teaching football by Ashanafi (2014).

Therefore, further studies in relation to the impact of large class size on student's achievement of secondary schools students are eminent. So that, the main concern of this study is to examine the impact of large class size on students achievement during practical class of physical education related to the school facilities, instruction facilities and materials, parent involvements related with LCS, impacts of LCS on teachers and students of oromia region north showa some selected secondary school.

### **1.3. Research questions.**

The following are the basic research question, which are a relevant guide for researching the topic

1. To what extent selected secondary schools have adequate supply of instructional materials and facility and parent involvement to be effective in teaching PE?
2. What are the impacts of large class size on students, teachers and during teaching practical class of PE?
3. What are physical education teachers use to overcome challenges related to teaching practical class in large classes?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The main objective of the study was investigate the impact of large class size on student's achievement during practical class of physical education in north Showa zone some selected secondary school.

#### **1.4.2 Specific Objectives**

The specific objective of the study is to:

- Identify how the extent of large class sizes affect students' achievements and supply of instructional materials and parent involvement in practical class of physical education.
- Find out the impact of large class size on students, teachers and in teaching practical class of physical education.
- Determine what measures to be taken to overcome challenges to teach physical education in large class.

### **1.5 Delimitation (Scopes) of the Study**

The study focused on oromia regional state north showa zone some selected three secondary schools. Those are Shararo secondary school,Abdisa Aga secondary school and Dahan secondary school. The researcher believes that it is more preferable if the study conducts on a large class size. However, the limited time and shortage of other resources do not allow doing so. The school is selected due to its nearness to the researcher. Further, the study is restricted to

investigate the impact of large class size on student's achievement of physical education in particular reference to secondary School. The results found were used as reference values for pointing generalized conclusion about the impact of large class size.

## **1.6 Limitation of the Study**

In the study, the researcher encountered several problems among them:

- ⇒ The most pressing problem was limitation of related literature to the topic of the study.
- ⇒ Shortage of finance, time, and material while conducting the study.
- ⇒ A smaller amount of cooperativeness in few students in the school which the study was conducted

## **1.7 Significance of the Study**

The study will be planned to assess the impact of large class size management on student's achievement of physical education in secondary school.

The effectiveness and efficiency of any educational programs depend on a thorough understanding of the problems that inhibit its successful accomplishment.

Therefore, the problems that are discussed in this study may have the following importance.

- ❖ The study was expected to contribute in the identification of the impact of large class size on student's achievement during practical class of physical education in secondary school.
- ❖ Provide a hint to the school directors, PE teachers and other concerned bodies as to find the solution for the problems that delay the effect of large class size on student's achievement in secondary school.
- ❖ It helps to explore the impacts that are encountered physical education teachers during practical class in teaching in large class size on student's achievement.
- ❖ It also contributes for other educational researchers to carry out extensive studies in their areas.

- ❖ It gives an opportunity for education policy maker to be aware of the problems and help them to design strategies for implementing the suggested recommended points.

## **1.8. Definition of basic terms**

**Teaching**; is the process of attending to people's needs, experiences and feelings, sharing of knowledge and experience, and intervening so that they learn particular things, and go beyond the give (Snook 1972; Peterson 2007)

**Learning**; is about a change; the change brought about by developing a new skill understanding a scientific law, changing an attitude, changing behaviour that is due to experience. ByLachman (1997)

**UNESCO**: United nation education, scientific and cultural organization. [www.britannia.com](http://www.britannia.com)

**Physical education**. Is an education which brings improvement in human performance with the help of physical activities.

**MOE**. Minster of education is the position in the governments of some countries responsible for dealing with educational matters. (..wikipedia)

**NASPE**.National association for sport and physical education enhance knowledge improve professional practice.([www.pgedia.com](http://www.pgedia.com))

**Large class size** is one with more students than available facilities can support

## **1.9. Organization of the study.**

This thesis is organized into five chapters. The first chapter treats the introductory part that includes the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, and definitions of terms. The second chapter focuses on literature reviewed. Chapterthree deals with research design and methodology, while chapter four is the presentation, analysis, interpretation, and discussions of the data. The last chapter gives the summary, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This chapter mainly dealt the conceptual definition of large class management and its impacts, class size and its effect on teaching and learning process, teaching LCS in PE, factor that affect teaching PE in large class, health related problem happening while teaching large number of students together, the impact of high students enrolment on teaching field subject, the impact of high students enrolment on teaching in the class, evaluation of students of students in large class size, grading in a large class and the effect of LCS related with on Student's academic achievement were reviewed and presented under this section.

#### **2.1 Physical education as part of general education**

Physical education is the integral part of the total education process which enhances and integrates those physical, social and psychological aspects of an individual's life ,through directed physical activity Finn,et al (2005) very often the natural relationship between general and education physical is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respect firstly the educational functions of physical education has been neglected and secondly, the physical functions of education are not recognized. Arnold (1997) also views that; through a well directed physical education program students develop skill for the correct use of leisure time by undertaking activities which are conductive to healthy living social development and a sense of civic responsibility Brewer,et al (2009)

‘An integral part of total education process a field of endeavourer that as its aim the development of physical education , mental , emotional and socially fit citizens through the medium of the physical activities that have been selected with view to realize these outcomes. ‘The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the play ground gymnasium and swimming pool Brewer, et al (2009).

Graham (2008).state “physical education and healthy not only affects social development but emotional development as well. Games provide release from tension after long period of study;

furthermore, achievement in physical activities gives students as sense of provides which pays dividends in emotional satisfaction and wellbeing.

## **2.2 Conceptual Definition of Class Size and its Impacts**

### **2.2.1 Definition of Large Class**

Ur (1996) state that “the exact number does not really matter: what matter is how, the teacher, see the class size in your own specific situation”.

Baker and Westrup (2000) suggest that “a large class can be any number of students if the teacher feels there are too many of students for them all to make progress “ but is practically possible to expect student in a class of seventy to make significant progress or are we asking a little too much of our teacher?

As (Ur, 1996) concludes, what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it. Therefore large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes usually are considered to pose insurmountable problems for teachers.

Of course large class size is defined not only by number of students but by several additional factors. These include physical conditions in the classroom such as the amount of space available teaching methodology; and the availability of resource. (Shumim, 1993) also argues that even though numbers may be necessary for defining large classes, numbers alone is not sufficient to arrive at a shared definition, even within one country.

The other reason for increasing number of students’ enrolment may be that the “right to education” is becoming understood as it is a fundamental human right.(UNESCO, 2006) on the other hand, emphasizes not merely the right to education, but also particularly the right to quality education for all. Nevertheless, large class size is among the major obstacles to ensure the desired quality education.

Research on learning outcomes on large classes, reveal that while learning can occur in such settings, the quality and quantity of teaching and learning and tends to be much lower in comparison to their peers in smaller classes . There are variety of obstacles that emerge within large class sizes that can negatively impact teaching and learning. Facing large classes, teachers

find it difficult to differentiate their instructional methods, that is accommodate to the needs of individual students, the total number of students , each with different needs , makes such personalization difficult (UNESCO,2006).

### **2.2.2. Impact of Large Class Size on Teachers**

As said by (Benbow, 2007) large class size can negatively affect to significant and interrelated aspect of teacher practice-instructional time and classroom management. Other research indicates teachers in smaller classes are more likely cover a range of subjects (Holloway, 2002). Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instruction (i.e., how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction.

Burden(2003) these inappropriate behavior including being overly negative, maintaining an authoritarian climate, overacting to situation, using mass punishment for all students, blaming students lacking a clear instructional goal, repeating learned material, pushing too long during instructional, dealing with one student at length and lacking recognition of student ability levels. While few teachers can avoid all of these behaviors' all of the time, effective teachers recognize the potential damaging effects of class room order discipline.

### **2.2.3 Impact of Large Class Size on Students**

Class size has many affects on students' engagement, behavior, and student retention. Finn et al (2003) reviewed studies that examined the link between student engagement and class size. He conceptualizes student engagement in two forms: social engagement and academic engagement. Social engagement refers to how a student interacts socially with other students and teachers in either for or opposed to social ways. Academic engagement refers to a student's attitude to words schooling and the learning process. Finn,et al (2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially. With strong social and academic engagement; he argues, both learning participation and academic achievement of learners increase.

Students' attention in an area particular concern in that in can affect academic engagement and involvement on task-based activities. Researchers have shown that student tend to spend less time on class assignments when in large classes Blatchford (2003); Furthermore, it has been

shown that in addition to spending more time on school work, students in smaller classes tend to participate more in the process. While there have been few systematic observation of this interaction, some have argued that: 1) larger Classes do not allow teachers to engage their students in differentiate styles, that is, teachers can cater their instruction in ways that engage individual students; 2) with larger numbers of students, teachers are unable to pay closer attention to all students, thereby holding them accountable for participation, rather than ignoring those that are passive Blatchford (2003).

### **2.3. Class Size and its Effects Teaching and Learning Process.**

The educational system in any country needs different arrangement of classrooms based on the countries development level. As Ayalew (1991) states “class size has been the subjected instructing his fellow men”. This is because classrooms and playing fields are important spaces where many learning activities take place. Their functions depend on the kind of activities exercised by the teachers in class for effective learning experience and for a sound relationship between teachers and students.

To run teaching learning process effectively the class room and playing field should be arranged in accordance with the objective of teaching, that is what the teacher wants to promote in particular time and the nature of subject is taught. Cuddihy,etal (2005).Cuddihy,etal (2005). Asserts, “High schools tend to have smaller average class size schools the class size for the vocational secondary schools has to be lower than the academic secondary schools based on the educational objectives”. If the number of students in a class exceeded the reasonable number and beyond the control of the teacher the principal cannot facilitate conductive environment for the learning and teachers cannot use different methods of teaching that meet the interest and more on lecture methods that discourage student’s participation in the instructional process, and in both theoretical and practical sessions. The rapid growth rate of school population made class size a subject of wide discussion in different school. Cuddihy,etal (2005).

This is to say that the small class size facilities the individual participation in the instruction process for the effective outcomes of learning. Thus, the smaller the class the better the classroom practices and the large the class the lesser the individual recognition and undesirable classroom practice. As Blatchford (2003b :) states the average class size widely accepted in most

part of the world under favorable condition is 30-40 students. In Ethiopia secondary school, the average class size is said to be 50”.

In addition to this by considering existing situations as well as the present stage of development and by taking different activates of teachers i.e. developing different skills, giving individual and group works checking evaluating, registering results, giving individual support, involving in research and co-curricular activities, it is appropriate to limit the number of students in classroom.

Furthermore, there are some points out disadvantages to large class size as follows: - Blatchford (2003b :) Instruction tends to become the lecture type which precludes group participation and learning by doing. Communication with in the class session from pupil to pupil and from pupil to teachers only doing most of the talking and the activities .Assignment will most of the time take a written form and even may receive less teacher attention. Because of lack of preparation time which is required for other increased responsibilities teachers preparation for classes would suffer. Identifications and provision of attention to the individual needs of the students becomes difficult on the part of the teacher. To make teaching learning effective classroom student ratio should be optimum. It is clear that students learn better when they are attending under good physical conditions

A school consisting of necessary teaching materials and which accommodate fewer students are conducive to learn and to teach. Over crowdedness have severe effects on the teaching learning processes. Schools imputes such as playing fields, classrooms, teachers and other facilities designed for few students cannot serve a large number of students

As mentioned before, the reasonable class size for Ethiopian high schools is 50. This tells us that if the number of students exceed above this number, the objectives of instruction may be affected negatively .But this has never been adhered to because of the high number of student population.

Pupil-teacher ratio, secondary in Ethiopia was 40.35as 2012 UNESCO. Moreover, if we see the real conditions about the classroom student ratio in oromia region north showa some selected secondary school, grade 11 and 12 it is above 60 students in each class room, teachers and other facilities in this school, and the problem of overcrowded class that is the unbalance between resources. For education and the number of students in the school’s classes and track as well as field is one of the central problems affecting the quality of education? According to Hallak, (1990) the basic conflict between the growing

individual demands for education that creates the over population in the school and economic ability of the society to satisfy this demand is one point among many factors the unbalance between these two factors as follows.

## **2.4. Teaching Large Class Sizes in Physical Education**

The National Association for Sport and Physical Education (NASPE, 2000) recommends that the size of physical education class be consistent with those of other subject areas for safe and effective instruction. When students with special needs are included in regular physical education classes, their placement should not cause an appropriate class size to be exceeded. Without a doubt, many physical education teachers today face class sizes larger than this (40+ students is not uncommon) and other similar situations like multiple classes sharing one activity space. This document was prepared to assist NASPE workshop participants and physical educators to work with this difficult situation while advocating for recommended class size.

### **2.4.1 Large Class Size and its Consequences**

Class size is a survey of the number of children supposed to be in a class at one point at a time. An accurate account of the number of pupils for whom a teacher has responsibility might seem to be the closest one could get to a class size figure. (Peter 2003)

According to NASPE (2004) as class size increases above recommended levels, safe and effective instruction may become compromised. This can manifest itself in many ways such as:

- ✓ Decreased instructional time due to management issues
- ✓ Insufficient amounts of equipment and activity space
- ✓ Decreased practice opportunities resulting in a slower rate of learning
- ✓ Decreased student time spent in activity during class
- ✓ Decreased ability of teacher to provide individualized instruction
- ✓ Increased risk of student injury
- ✓ Increased opportunity for “off task” behavior of students

According to (NASPE, 2004) who find themselves faced with situations such as too little space, too many students, too little equipment, etc.

## **2.4.2 Strategies for Teaching with Large Class Sizes**

Even in the face of adversity, physical education teachers must always provide the best possible instruction. For teachers faced with challenges such as large class size and sharing of activity space. Teaching methods and strategies can help minimize some of the challenges that may be typical with large classes. Some strategies may be more effective with older students than with younger ones (NASPE, 2000).

## **2.5. Factors that Affect Teaching Physical Education in Large Class**

Factors which affect the teaching and learning of Physical education in large classes are summarized

### **2.5.1 Classroom Management Factors**

Burden (2003) viewed classroom management as all teachers action performed in class room to create a positive learning community, and then to take steps to maintain that positive environment by guiding and correcting student behavior. The classrooms at the high schools are often big with unmovable desks and large numbers of students. Unsuitable arrangement of classroom furniture (e.g. fixed chairs, tables and desks) can restrict successful organization of teaching physical education and implementing it properly Cruickshank, (1999) which leads to difficulty relating to class organization and management classrooms of fixed furniture. However, if the furniture in the class are fixed and it is impossible to change the classroom, then it is important for teachers to think of and plan more carefully the seating arrangements that match the kind of activity and the interaction patterns they want their students to follow.

- ✓ **Noise and Discipline Factors:**-Teaching, especially in a large speaking class makes noise and indiscipline. When students are working together to exercise a given task, they may create noise and this noise often affects their interaction. In large very noisy class students cannot hear each other. According to Slavin, (1994) when students are learning cooperatively in small groups, they face difficulties at sharing ideas clearly and this creates poor understanding among group members. However, the use of thoughtful and efficient strategies can contribute a good deal to solving the problems mentioned.
- ✓ **Time Management Related Factors:**-A task completed as group work will take more time than the teacher-centered instruction. For instance, speaking activities such as brainstorming, role play, discussion carried out through a group are time - consuming.

For many teachers one of the major frustrations about group work is the time it takes to accomplish the tasks. It takes longer time for students to talk and listen to others. Therefore, it's better for students to be given a time limit, so that they can pace themselves and deal with questions in more depth. In line to this, (Exley and Dennik, 2004) state that to conduct cooperative learning effectively, there should be adequate time provided by the teacher.

## **2.6. Health related problem happening while teaching large number of students together**

Regular physical activity participation throughout child hood provides immediate health benefits, by positively effecting body composition and muscular-skeletal development (Malina and Bouchard, 1991), and reducing the disease risk factors (Gutin et al., 1994).

Physical education and healthy not only affect social development but emotional development as well. Game provides release from tension after social long period of study; furthermore, achievement in physical activities gives students as sense of provides which pays dividends in emotional satisfaction and well being. (Grahm, 2008)

Field materials are very difficult for health unless they are used safely. The increase in the number of students in a school compound has an effect in the crowdies of the track as well as the field while performing exercises .In the place where large number of students are participating related problems arise.

Due to this fact the improper use of materials that occurs in the failure of supervision by the teacher as the largeness of students are learning how to throw ball, where there is crawled number of students, it is too bad to use the material un safely as it were very few number of students observing ground the field.

## **2.7. The Impact of High Student Enrolment on Teaching the PE in a practical section**

Teaching is an activity in which a personal relationship between teachers and students get each other the central task of a classroom teacher is to bring the intended behavioral change of individual learner by arranging different teaching methods. (Douglas, 1954) elaborated this idea as follows "It is the teacher's responsibility to bring the pupil in to contact with the problems and

challenges which will facilitate the exploration of this interest .It is teachers responsibility to bring the pupil in to contact with things to do, to read, to see, to say, to make, to hear and to challenge and thereby to ensure futures behavior which will be desirable in terms of the objectives of education and the potential of the individuals.

Here, directing activities of each individual in the class and field helping and guiding is the class size plays a decisive role in its implementation. The larger enrolment to more difficult realize individual differences and less way to assist according to their pace and interests. In connection with this (Azeb, 1994) and also cited by (Ashanafi, 2014) climes that:-

“Providing equality to educational opportunities to the students at the classroom and the field level is realized when the teacher realizes and acts accordingly that each students is entitled to the teachers attention, help and guide according to their needs”

As a result the class would be crowded and more complicated which is not appropriate for instruction. The optimal number of student’s population in school area is a very crucial factor for effective teaching learning process.

Hence, there is a need for different teaching methods to keep the interest, attitudes and ability of each student in the classroom.(Glass and Smith, 1979) says:-“By ability grouping pupil is meant the division of a class in to groups with respect to their measured ability to succeed in school work. That are usually divided according to the distribution of their intelligence quotient in to slow average and fast and base on the age and fitness group of students for practical (sport) activities and an attempt is made to adopt instruction to the needs of these respective groups. Ordinarily such grouping is not employed unless the number of pupils in a grade is optimal.”

Students participate in a classroom and exercise either by asking or answering questions or in the field by demonstration and performance of practical work. This may happen when the teacher uses different techniques or methods of teaching. Haw ever, if the number of the students is very large the teacher cannot use different methods. Then both teacher and students can not involve themselves in the instructional task with full interest and concentration. In the large class size, the student’s participation and their educational achievement may not be satisfactory. Because students in large class may not have a chance to integrate what they have been thought theoretically in to practice.

In general, the crowded class has negative influence on both teachers and students, resulting in poor educational outcomes. (Harrison, 1962) and cited by (Ashanafi, 2014) pointed out six effects of a large class size as related to pupils.

- ✓ Little time for individual help
- ✓ Discipline more difficult
- ✓ Activities are limited
- ✓ Grouping difficult, if not impossible.
- ✓ Little for sharing experiences
- ✓ Progress of whole class slowed down by larger numbers

Beside this, (Harrison 1962) and also cited by (Ashanafi, 2014) further states the negative influence of large class size in relation to teachers as follows:

- ✓ Large class sizes are more tiring nerve racking.
- ✓ Large class size causes teacher to do more after school.
- ✓ Large class sizes are hard on teachers emotional well being.
- ✓ Teacher's anxieties increase with the size of the class.
- ✓ More discipline problems arise to plague the teacher.
- ✓ Teaching is frustrating.
- ✓ Large class larger house for teachers.

## **2.8. The Impact of High Students Enrolments on Teaching in the Classes**

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favour the need for appropriate number of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in (Barneit, 1995)

- Lack of clarity of purpose
- Lack of knowledge about progress
- Lack of advice on improvement
- In ability to support independent study
- Inability to support wide reading

- Lack of opportunity to discussions
- An ability to scope with variety of studies
- An ability to motivate students. In the same taken

Smith (1961) has also mentioned the following disadvantages that come as the result of large class individualization of instruction in limited.

- Instruction tends to be lecture with out-group participation
- Oral communications with in the classroom from pupil to pupil and to teachers and minimized.
- Written work is assigned less frequently and when assigned, receives less teacher attention
- Pupils are less well known to teachers as individuals.

## **2.9. Evaluation of Students in Large Class Size**

Gibbs and (Luccas, 1997) defines classroom evaluation as that which is made by the teacher for the purpose of assessing whether the pupil has learnt what they supposed to learn. The class evaluation plays the central role in training and education of young men and women. They are devices used in measuring the progress of students learning when they are conducted properly.

“Tests are tools used to measure and evaluate the growth and developments of children Tests are merely tools with which to discover what children know or need to know tests become valuable tools for the diagnosis of individual strengths and weaknesses”. Hence, evaluations are mechanisms frequently used for evaluating the progress of students in the school and also they are the basis for decisions concerning the problems of each student. Classroom and field evaluation is important to correct the short coming and for strengthening the strong sides of each pupil. In order to identify the learning pace every student and to give help accordingly, the teacher has to evaluate his/her students by employing different evaluation techniques. That is why (pelican 1983) states the early supervision of the process of interactions and of the cognitive activities of students can help to prevent short coming in teaching and learning. Effective evaluation is used not only to identify the learning pace of each student and to provide necessary help but also to know how effective.

## **2.10. Grading in a Large Class**

Effective grading in a given evaluation system is help whenever positive forms of education systems are seen. A criterion referenced approach allows for better differentiation amongst students and is a much fairer system to demonstrate students learning. Walvoord and johanson (2010) comment that you want your students “to believe that they and their classmates can be rewarded for outstanding effort and achievement .you want to be free to help their highest possible levels of achievement. Furthermore, we recommended setting standards for student work that represent your best judgment of what they need to know, and what they can achieve with their best effort and your best teaching”.

## **2.11. The Effect of LCS Related With On Students Academic Achievement**

This section is divided into several subsections. These subsections was systematic classification of the effect of large class size on students academic achievement that related with review literature on the concept of Physical environment and the school facilities, instruction facilities and materials, teacher experience, and parent involvement.

### **2.11.1 The Physical Environment and the School Facilities**

Research studies on the classroom environment have revealed that physical arrangement plays a vital role in teaching learning process. It can affect the performance of both teachers and students. The learning setting is comprised of different things i.e., learners, teachers and the physical environment (Lippmann, 2010).

Physical environment is simply defined as the physical characteristics of the room. It refers to the different things i.e., size of the room, lighting, degree of temperature, condition of classroom floor whether it is carpeted or just concrete (www.enotes.com).

Physical classroom environment refers to the physical room in which teacher and learners are the main element including its spatial elements i.e., floor, windows, walls as well as other classroom equipments i.e., desks, chairs, rugs, chalkboards, tack boards, easels, counters and computer equipment but not limited to these things (Fisher, 2008). Physical environment can affect students' comfort and also their ability to learn to some extent. Students who are comfortable are likely to get much information as compared to those who are uncomfortable. Besides, the physical atmosphere can also affect the morale of the learners. Unfavorable classroom

environment can discourage the learners and they become less willing to learn. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. These include; school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational equipments, apparatus and other instructional materials. Furthermore, their availability, relevancy and sufficiency affect academic achievement positively. On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively.

Taylor and (Vlastos, 2009) found the relationship between environment and design within the classroom from a theoretical perspective. They found that physical environment of the classroom acts as “Silent curriculum”. It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum.

Poor and inadequate facilities affect the overall academic achievement of schools. Sufficient facilities promote academic achievement and ensure to strengthen the overall academic achievement of schools. While unattractive and old school buildings; cracked classroom walls and floors; lack of toilets; lack of desks and benches; lack of transport facility; lack of proper security system; lack of drinking water; lack of power supply; lack of playgrounds; lack of teaching staff; lack of sufficient classrooms; overcrowded classrooms; lack of educational technology; lack of first aids facility etc negatively affect academic achievement of the schools. Therefore, it is right to say that academic achievement has a close link with the availability of educational facilities (Hussain et al., 2012).

There are several factors of classroom physical environment i.e. visual factor, acoustic factor, thermal factor, spatial factor and time factor. Visual factor refers to the quality of lighting in different parts of the classroom. It is determined by the level of natural and artificial light available in the classroom. It also refers to the way by which the classroom environment is arranged i.e. visually interesting, creating a favorable atmosphere and any unwanted disruptions e.g. windows overlooking playgrounds etc. Acoustic factor is an important factor as we mostly depend upon verbal communication in our classroom. Noise level mainly depends upon school design, classroom organization and teaching methodologies applied during a lesson. (Basit,2005). Poor classroom acoustics can adversely affect learning environment for many students. Constant noise exposure can damage cognitive performance and functioning (Higgins et al, 2004). Thermal factor refers to the heating and ventilation of the classroom and are

generally out of the teachers' control as they are climate variables. It plays a fundamental role in making classroom atmosphere favorable and comfortable and hence affects the behavior and performance. Spatial factor relates to the space management and has a great impact on behavior particularly on communication. Time factor refers to the amount of time a student is participating in learning process i.e., the number of minutes the student is actively participating in teacher directed lessons and activities (Basit, 2005). Therefore, it is concluded that physical environment of classroom comprises of classroom size and structure, furniture, seating arrangement, instructional technologies, room heater, ceiling fans, curtains, cupboard, equipment's, lighting and ventilation.

Proper arrangement of classroom environment plays a remarkable role in making instructional process more effective and establishes an atmosphere favorable and encouraging to learning. The quality of the physical classroom setting significantly affects academic achievement of the students. Physical facilities in classrooms ensure effective and successful teaching learning process. Without these facilities, effective and fruitful teaching learning process is not possible. Students get more information from their teachers in well facilitated classrooms and consequently they show good performance. On the other hand, if students feel uncomfortable in classroom then they will fail to get more information from their teachers. (Lyons, 2001) stated that poor school facilities adversely impact teachers' effectiveness and also their performance. Consequently it negatively affects student achievement. They further concluded that achievement in cognitive and affective learning outcomes were repeatedly associated with classrooms environment, which were perceived as having greater cohesiveness, satisfaction, goal direction, organization and less friction. The classroom climate should be cautiously managed not only to provide physical comfort but also to serve as a positive factor in the learning process by stimulating attentiveness and concentration. To maintain such a climate, the atmosphere must be treated to simultaneously controlled temperature, humidity, cleanliness and circulation. (Earthman, 2004) established that temperature, heating and air quality are the fundamental elements for the educational attainment of students.

### **2.11.2 Instruction Facilities and Materials**

Instructional technology plays a vital role in teaching learning process and makes it more successful, interesting and fruitful. Therefore it is imperative to arrange instructional technology in classroom to ensure effective and conducive environment for teaching learning process. (Iqbal, 2005) stated that the arrangement of classroom educational facilities and instructional spaces might be selected for learning rather teaching. Besides, it should ensure to facilitate teacher in making an atmosphere where quality learning may be promoted. Audio visual aids i.e., charts, graphs, maps, globes, radio, mock up, multimedia, computers, overhead projectors and internet are the part of classroom environment. However, these technologies are not being utilized in instructional programs as were expected (Weiss, 2007) because the design of classroom physical environment does not support the integration of technology.

In the most of the developing countries as well as in Ethiopia educational technologies are not utilized effectively during instructional process. There are some reasons which are responsible for the unsatisfactory utilization of instructional materials. Lower quality and less quantity of educational technologies provided to schools is one of the reasons. Secondly, teachers are not trained properly for the effective utilization of education technologies for instructional process (Suleman et al., 2011). Therefore it is necessary to design classrooms in such a way that technology may be used effectively. Classrooms should be equipped with modern technologies to ensure favourable and conducive atmosphere for teaching learning process. Teacher should be given training in the utilization of technology as it is a vital component of classroom physical setting.

Found that majority of teachers use a semicircle or cluster to arrange the desks in their classrooms. The teachers responded that arrangement of desks in groups has several advantages i.e., encouraging cooperative learning, building a sense of class community and making the best use of the space. Proper desk arrangement provides opportunities for learners to be enthusiastically engaged in learning process and creates the opportunity to work cooperatively with their colleagues. Therefore it is imperative to make seating arrangement in such a way that it may ensure smooth functioning of instructional process. (Patton et al. 2001)

### **2.11.3 Parent Involvement**

Parental involvement categorized into four broad strands; Parental involvement in children's school-based activities, Parental involvement in children's at home-based activities, direct parental involvement in academic activities of children and indirect parental involvement in academic activities of children. It is true that parental involvement level vary among parents. For example mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, social environment. It is observed that parental involvement with children from early age has been found to equate with better outcomes specially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always write so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account (Desforges and Abouchar, 2003). The Ethiopian Education and Training Policy (MoE, 1994) and the guideline for National Teachers Education stress the need for teacher commitment in involving parents and community in the educational process. The required guidelines, strategies and programs are available to promote the involvement of parents in their children education. The Guideline on Organization of Educational Management Community Participation and Education Finance (MoE, 2002) emphasis on the school boards and parent-teacher association which are expected to handle managerial, administrative and academic matters in the education of children in Ethiopia. From the preceding preliminary literature, it is evident that sufficient research has been done to bring in focus the reasons why smaller classes may lead to improved students outcome than large classes. But there is also evidence that effective teaching is possible in large classes. The required research now is to assess the effect of large class size on student's achievement during teaching-learning process of physical education, which are suitable for mediating learning in large classes in various contexts. This is particularly necessary in oromia region north showa some selected secondary school where the problem of large classes is likely to prevail for some time due to the massive resources that need to be invested into the system to bring the pupil-teacher ratio to 40:1 and below. In general this review literature discussed about mainly examine the impact of large class size management on students achievement and related with this problems during teaching physical education in oromia regional state north showa some selected secondary school and provided that deals with academic achievement in secondary schools education, The researcher would therefore like to go ahead and statistically prove the

relationship between these above variables like; impact of large class size on teachers, impacts of large class size on students, classroom management factor, time management factor, evaluation of students in large class, physical environment and the school facilities, instruction facilities and materials and parent involvement related to the impact of large class size on students academic achievement in oromia regional state north showa some selected secondary school schools.

## 2.12. Conceptual frameworks

Conceptual framework was showing interrelationship between variables. Impacts teaching large class size in physical education. The independent variables are focus on affecting teaching learning process of physical education like teacher related factors, students related factors affects school related affecting teaching learning process of physical education. The dependent variable will be the result that comes as result of the impact teaching learning process of physical education in large class. Teaching learning process of physical education in a large class will explained by the effect of independent variables.

Independent variables

Dependent variable

School related factors

Teachers related factors

teaching learning process of physical education

Students related factors

Lack of facility

## **CHAPTER THREE**

### **3. Research Methodology**

#### **3.1. Research Design**

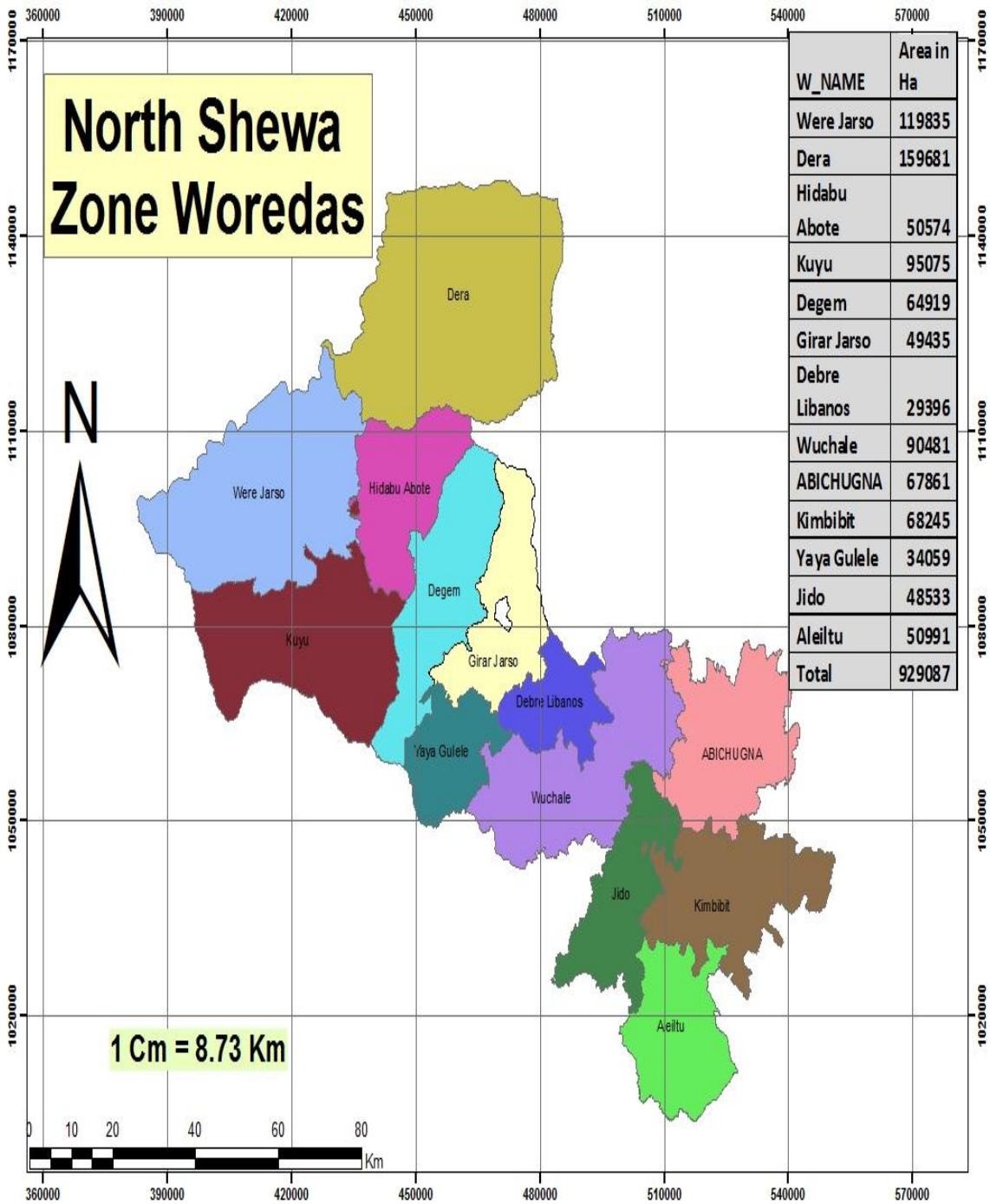
To answer the research questions, this study were employed a descriptive survey research design utilize both quantitative and qualitative methods. This research design is the most desirable because it describes the current situation in secondary school level to assess impact of large class size on student's achievement during practical class of physical education.

A quantitative approach usually uses research instruments, such as questionnaires, to collect, interpret and analyses data statistically. It is also involves the frequency of an event or number of respondents to a particular phenomenon. Fundamentally, in the qualitative methods, the interviews and observation techniques were used to collect data.

#### **3. 2.Description of the Study Area**

This study were conduct in oromia region, north showa zone, Shararo secondary school,Abdisa Aga secondary school and Dahan secondary schools. The study area is located at a distance of about 117kilometers north of Addis Ababa. Area bordering north showa in east north shows of Amara region, west, west showa (Ambo),north, Amara region gojamand south AddisAbeba respectively.

Agro-ecologically, the town was situated in the highland climatic zone with mean annual temperature of  $15\text{ }^{\circ}\text{C}$ - $27\text{ }^{\circ}\text{C}$  and the rainfall in (mm) 753-1213. According to (AGWMSDO, 2018), the major occupations of the population in the town are trading, civil servants, farming and daily work. They also engage in handicrafts, livestock and marketing of milk products is major well known and sale of traditional drinks such as Tella, Katikala, and Tej that were processed and largely consumed locally. The town has many social organizations and public service institutions such as different government offices, schools, health, religious institutions, higher institution and non-government organization.



**Figure 1 the map of study area**  
**SOURCE: NORTH SHOWA ZONE EDUCATION BERO**

### 3.3. Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about the impact of large class size on student's achievement during practical class of physical education.

**Primary data source:** - the researcher were employed; questionnaires, observations, and interview. The data were collected from students, physical education teachers and school principals.

**Secondary data source:** - are going to be extracted from different administrative documents, journal, articles, book, study reports and thesis which are to be obtained from internet room, university libraries and school recorded student's documents.

### 3.4. Population of study.

The research population including students, physical education teachers and school principals. The number of physical education teachers in shararo secondary school, abdisa aga secondary school and dahan secondary school are (1,1,1) respectively. The school principals are also one for each secondary school. The total number of students from Shararo secondary school 1010, from Abdisa Aga 1300 and from Dahan secondary school 620 students. Total 2930 students from those three secondary school.

In 2013 selected grade 9-12 were held at oromia region north showa zone selected secondary school. From 14 weredas selected two weredas by sample random sampling. In those two weredas there are 5 secondary school. The researcher selected among of five school three (3) were selected by random sampling techniques. Total population in those three secondary school 2930 students. 1600 males and 1330 females. Among of them 206 males' students and 146 females' students total 352 were selected by random sampling techniques

$$n = \frac{N}{1+N(e)^2} = \frac{2930}{1+2930(0.05)^2}$$
$$= \frac{2930}{1+2930(0.0025)}$$

$$= 2930/1+7.325$$

$$= \frac{2930}{8.325}$$

$$n= 352$$

### 3.5. Sample size and Sampling Technique

There are 14 woredas in north showa zone, out of these two (14.28%) woredas were selected as a sample for the study using simple random sampling technique. According to Gay and Airasian (2003), the sample 10%-20% of the sample population used in descriptive research for large population. Mean while, three secondary schools were selected by using simple random sampling technique from the selected woredas.

Next, 3 PE teachers ,3 principals by using purposive sampling techniques and 352 students were identified by using sample random sampling techniques (through lottery system) for it provides equal chance for them to be selected as samples of the study.

In order to conduct the study, the researcher determine the sample size from total population 2930 which are the representative of target population to provide sufficient information or valid statistical data so as to make inferences about the entire population by using sample size determination formula .The sampling techniques which was the researcher used to collect the data from the students sample size determination technique were used.

In order to determine the total sample of students for the study, total population must be identifying in the study area which are 2930

**Table:-1. The sample populations were summarized in below table.**

Population	Number of Population	Sample	%	Methods
Woredas	14	2	14.28	Simple random sampling
Schools	5	3	60	Simple random sampling
School leaders	3	3	100	Purposive
PE teachers	3	3	100	Purposive
Students	2930	352	12.01	Simple random sampling
Total respondents	<b>2936</b>	<b>358</b>		

### 3.6. Data Collection Instruments

There are many instruments to collect data in research study. The researcher was used questionnaire and observations. Questionnaire consists only close-ended questions so that developing specific questions were used.

### **3.6.1. Questionnaire**

In order to get relevant data this was helping to answer question raises under research question. The self made questionnaire were prepared by researcher and addressed to the respondents. Questionnaires were given to selected students, physical education teachers and principals. . The questionnaires is composed of 29 closed (structured) and 4 open ended (unstructured) questions which were distributed to the respondents. The questionnaire was prepared in English language. Finally the researcher decides to use questionnaire because it is the most appropriate tool to obtain quantitative as well as qualitative information relative to the other methods and it is easy relatively for the researcher to construct the questions and analyze the response.

### **3.6.2. Interview**

Interview is one the major another data gathering instrument about study. Therefore the school administrations to get relevant information that related to. Semi-structured interview as a data collection instrument allows in depth information, free reaction and flexibility that we cannot get by other system or mechanisms (Shohamy and Selinger, 1989).The researcher used semi-structured interview with school principals.

### **3.6.3 Observation**

The researcher prepare self made observation cheek list. Classroom observation is used to look at and confirm practically the extent in which the effect of large class size on students achievement during practical class of PE while the learners and teachers attempt to apply it in their actual classroom. Lewy( 1977) in Taye, (2008) noted that observation is useful to indicate how the lesson is divided in to a variety of activities such as: group practice, individual practice, playing area and etc. Observation is a desirable part of data gathering instrument. It helped the researcher to get more compiled and complete picture of the prevalent the effects of large class size on student's achievement during practical class of PE.

### **3.7. Pilot Study**

The pilot-test was conducted to test the validity and reliability of the content. It was done with objectives of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented

about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the dispatched questionnaires were returned, necessary modifications were made. The pilots Study was conducted on 25 MukaTuri students to check the validity and reliability of the designed and were analyze. The analyzed data were cross-checked with the standard that % will indicated the measurability of the designed questionnaire.

### **3.7.1. Validity of the instrument**

Whether the research approach is qualitative or quantitative, the issue of validity (the extent to which the instrument measures what it is intended to measure) and reliability (the extent to which similar results obtained if the study is repeated with the same procedure and methods) are always sensitive (Golafshani, 2003 as cited in Bekalu, 2010). As was mentioned earlier, the study used both quantitative and qualitative data.

### **3.7.2 Reliability of instruments**

To check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 20 and the average result found from both teachers and leaders respondents was (0.887) with the help of a computer. As suggested by Tech-Hong & Waheed (2011) cited in Abebe (2014:39) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Supporting this, George and Mallery (2003) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable,  $\alpha < 0.6$  questionable, and < 0.5 poor.

Following the pilot study, the items were carefully examined to see if they required any modifications and to determine whether they lead to certain conclusions significant to the purpose of the study. Internal consistency of the tests was also computed. Finally, the instruments were found to be reliable for collecting data for the main study and then administered as scheduled. The table below indicates the computed internal reliability coefficient of the pilot test. So, the result was regarded as reasonably excellent to use the question for the research.

**Table: - 2. Reliability test results with Cranach's alpha**

No	Variables	No of items	Cronbach Alpha
1	Instructional facilities and materials.	6	0.923
2	Parent involvement in the school.	5	0.898
3	The impacts of large class size on students and teachers	5	0.849
4	The impacts of large class size on teaching practical class of PE	6	0.907
5	Class room condition and instructional facility	7	0.865
<b>Average Reliability result</b>		<b>29</b>	<b>0.887</b>

### **3.8. Data Collection Procedures**

After the necessary corrections were made from the pilot test, the final questionnaires were duplicated and distributed with necessary orientation by the researcher to be filled out by respondents. Respondents were given ample time (one week at least) to complete the questionnaires and returned them to the researcher or herself. Data from completed surveys was entered in to SPSS version 20.

Then interviews with school principals were conducted in such a manner that the interviewees were visited and briefed on the objectives of the study. At the same time as observation were carried out, data collections through all the instruments was done by the researcher.

### **3.9. Methods of data analysis**

The data collected through different tools were analyzed in line with the basic questions raised in chapter one. To collect data on the impact of large class size on student's achievement during practical class of physical education, questionnaires were distributed to selected subjects at Shararo secondary school, Abdisa Aga secondary school and Dahan secondary school. After the collection of data from the respondents the next step was analyzing the given data.

The data was analyzed using both qualitative and quantitative of the data analysis technique. Depending on the nature of collected data through questionnaires, interviews and observation, different statistical techniques were employed in the study. These data was organized, coded, summarized, analyzed and interpreted both qualitatively and quantitatively. To analyze the

quantitative data, with the help of SPSS of version 20, percentage and frequency, mean value, and standard deviation.

Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean values were less than 1.49 as Strongly Disagree, 1.50-2.49 as Disagree, 2.50-3.49 as Undecided, 3.50-4.49 as Agree and more than 4.50 as Strongly Agree in implementation of the items. For the sake of analysis, Strongly Agree and Agree indicate effective implementation of each item and Undecided is neither positive nor negative agreement. Similarly, Strongly Disagree and Disagree indicate ineffective implementation of items in the schools.

Besides the statistical process of the qualitative data, the analysis was narrated qualitatively using words, phrases, statements and paragraphs obtained from interviews, open-ended questions and document analysis. Hence, the qualitative data were used to complement the quantitative data.

### **3.10. Ethical Consideration**

In order to collect data successfully and smoothly, the researcher got voluntary consent from the participants. In addition, the researcher showed respect to research participants and explained the purpose of the study, the reason why they were selected, the amount of time that they would be involved and their responsibilities. Furthermore, the researcher created a healthy relationship with respondents expressing that their responses are crucial for the successful accomplishment of the study. On top of that, the researcher also underlined that their responses would not be used for any other.

## **CHAPTER FOUR**

### **4. RESULT AND DSCUSTION**

This section provides the presentation, analysis and interpretation of the data. Accordingly, the presentation, analysis and interpretations were made by making use of the data gathered from questionnaires, and interviews and observation cheek list was done. The structured questionnaires were prepared for students while interview were conducted for physical education teacher and school principal. In order to get more information, observation cheek list was done. This chapter consists of five sub sections. The first part deals with the characteristics of respondents in terms of sex, age, academic qualification and working experience. The second section deals with the analysis of adequate supply of instructional materials and facility to be effective in teaching PE. The third part deals with analysis of parent involvement in the school. The fourth part deals with analysis on the impacts of large class size on students, teachers and the last part the impacts of large class size on teaching practical class of PE in relation to the basic research questions.

#### **4.1. Respondents Characteristics**

As already stated in chapter three of this paper questionnaires with closed ended and open ended items was prepared for the students of Shararo secondary school, Abdisa Aga secondary school and Dahan secondary school. Thus 352 copies of questionnaires were distributed, to selected students of these three schools. Interview successfully conducted with three physical education teachers and three school leaders. Moreover classroom and field observation were assessed.

Table: - 3. Respondent's characteristics

Items	Category of items	Respondents					
		Students		Teachers		School leaders	
		F	%	F	%	F	%
Sex	M	206	58.52	3	100	3	100
	F	146	41.48	-	-	-	-
	Total	<b>352</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
Age	15-16 years	50	14.20	-	-	-	-
	17-19 years	102	28.97	-	-	-	-
	20-22 years	168	47.52	-	-	-	-
	23-30 years	32	9.09	2	66.67	-	-
	31-40 years	-	-	1	33.33	2	66.67
	41-50	-	-	-	-	1	33.33
	Above 51 years	-	-	-	-	-	-
	Total	<b>352</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
Academic Qualification	Diploma	-	-	-	-	-	-
	BSc/Bed	-	-	3	100	-	-
	MA/Med	-	-	-	-	3	100
	Total	<b>352</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
Educational level	Grade 9	109	30.97	-	-	-	-
	Grade 10	80	22.7	-	-	-	-
	Grade 11	92	26.13	-	-	-	-
	Grade 12	71	20.17	-	-	-	-
	Total	<b>352</b>	<b>100</b>	-	-	-	-
Work experience	0-5 years	-	-	2	66.67	-	-
	6-10 years	-	-	1	33.33	2	66.67
	11-15 years	-	-	-	-	1	33.33
	16-20 years	-	-	-	-	-	-
	Above 21 years	-	-	-	-	-	-
	Total	<b>352</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

As shown in the above table 3 indicates sex and age of respondent, all of them 3(100%) were male and the age of the teachers seems to be young, 2(100%) of respondents found to be 23-30 years of age. The age of the school administrations 2(66.7%) were found to be 31-40 years of age and the rest 1(33.3%) found between the range of 41-50 years of age. All of the school administrations 3(100%) were male. Regarding the student age 50(14.20%) were age between 15-16, and 102 (28.97%) was age 17-19 years. 168(47.52%) were age 20-22 years. 32(9.09%) were age 23-30 years. This may show that, around one 50% of the respondents 17-19.

According to the above data about the academic qualification of the teachers 3(100%) of the teachers were first degree holders. Whereas the academic qualification of school administrations 3(100%) of the school administrations were second degree holders. From this, one can easily understand that, most of the respondents of the questionnaires BA/MA teachers and school leaders respectively, even though a blue print of TDP (MoE, 2007) has stated that, the academic qualification required for the secondary school teacher degree for (9-12) this is good thing. Regarding the student educational level 109(30.97%) were grade 9, 80(22.7%) were grade 10, 92(26.13%) were grade 11, 71(20.17%) were grade 12. This may show that, around 31% of the respondent's grade 9.

All of the school administrations 3(100%) were male. Related to the respondents work experiences of the teachers above 2(100%) who served 1-5 years of experience in teaching and work experiences of the school administrations 3(100%) had 11-15 years.

Related to the respondents work experiences of the teachers above 2(66.7%) who served 1-5 years of experience in teaching the rest 1(33.33) served for 6-10 years and work experiences of the school administrations 2(66.7%) who served 11-15 years of experience in teaching the rest 1(33.33) served for 16-20 years . This in return implies that, the low experience of teachers is unlikely to help them to carry out their professional tasks effectively and efficiently.

## **4.2. Presentation, Analysis and Interpretation of the Data**

The study focused on the presentation, analysis, and interpretation of the data obtained from respondents through a questionnaire, interview and observation check list in relation how does large class size affecting on students achievements during practical class of physical education related to adequate supply of instructional materials and school facilities, the impact of large class size on students and teacher and the impact of large class size on students achievement during teaching learning process in PE. . The table below presents and summarizes the results.

### **4.2.1. Adequate supply of instructional materials and facility to be effective in teaching PE**

The data was collected from the questionnaires from student from selected school of north showa zone. In order to make the analysis simple for presentation the five-point attitude likert scale used.

Based on the five point likert rating scales from strongly agree to strongly disagree, the mean values less than 1.49 as Strongly Disagree, 1.50-2.49 as Disagree, 2.50-3.49 as Undecided, 3.50-4.49 as Agree and more than 4.50 as Strongly Agree in instructional materials and school facilities used for the sake of analysis and interpretation. For the case of analysis, Strongly Agree and Agree indicate effective implementation of each item, and Undecided presents neither positive nor negative agreement and similarly Disagree and Strongly Disagree indicate ineffective instructional materials and school facilities in the schools.

**Table:-4.Response on instructional materials and school facilities**

No	Item	Respon dent	F	%	Mea n	Std.Dev.	T-value	Sig.
1	Ensure the school compound were clean and orderly to teach PE	5	96	27.3	3.60	1.170	57.660**	0.01
		4	104	29.5				
		3	82	23.3				
		2	54	15.3				
		1	20	4.5				
		<b>Total</b>	<b>352</b>	<b>100</b>				
2	Ensuring the school has all the necessary physical and materials resources.	5	18	5.1	2.47	1.188	39.020**	0.01
		4	60	17.0				
		3	82	23.3				
		2	102	29.0				
		1	90	25.6				
		<b>Total</b>	<b>352</b>	<b>100</b>				
3	Physical education text book are available to the proportional of the number of students.	5	50	14.5	2.69	1.475	34.229**	0.01
		4	86	24.1				
		3	26	7.4				
		2	84	23.9				
		1	106	30.1				
		<b>Total</b>	<b>352</b>	<b>100</b>				
4	School buildings are conducive for teaching learning activities PE practical class.	5	110	31.3	3.51	1.346	48.862**	0.01
		4	80	22.7				
		3	82	23.3				
		2	38	10.8				
		1	42	11.9				
		<b>Total</b>	<b>352</b>	<b>100</b>				
5	The school climate is appropriate to attend the teaching –learning activity.	5	200	56.8	4.13	1.189	65.194**	0.01
		4	60	17.0				
		3	42	11.9				
		2	38	10.8				
		1	12	3.4				
		<b>Total</b>	<b>352</b>	<b>100</b>				
6	The library is full of the necessary physical education references book with large class size students.	5	28	8.0	2.02	1.329	28.558	0.01
		4	42	11.9				
		3	20	5.7				
		2	82	23.3				
		1	180	51.1				
		<b>Total</b>	<b>352</b>	<b>100</b>	<b>3.07</b>			48.009**

Key: Mean value  $\geq 4.50$ =strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and  $\leq 1.49$ = strongly Disagree, \*\*  $p < 0.01$  and \* $p < 0.05$

. One sample t-test value shows there was significant difference on student's class size effect in teaching physical education class at  $p < 0.05$ .

In the above table 4 of item 1 indicates the majority of students 96(27.3%) and 104(29.5%) were responded that, strongly agree and agree respectively on ensure the school compound is clean and orderly. Among those of students 82(23.3%) were mentioned, undecided the school compound is clean and orderly. The rest of the students 54(15.3%) and 20(4.5%) were responded that, disagree and strongly disagree respectively the school compound is clean and orderly. The mean scores of students is (3.60), this indicated that they agreed highly with the school compound was is clean and orderly.

As it can be observed from the above table 4 for item 2, students were asked the school has all the necessary physical and materials resources they indicates that the majority of students 90(25.6%) and 102(29%) were responded that, strongly disagree and disagree respectively on the school has all the necessary physical and materials resources. Among those of students 82(23.3%) were mentioned, undecided. The rest of the students 18(5.1%) and 60(17.0%) were responded that, strongly agree and agree respectively on the school has all the necessary physical and materials resources. The mean scores of students is (2.47) this indicated that they highly disagreed. This indicates the school has not main necessary physical and materials resources were unavailable for all students.

Items 3 of table 4 students were asked that physical education textbook and reading materials available for each students, they indicates 106(30.1%) and 84(23.9%) were responded that, strongly disagree and disagree level respectively on physical education textbook and reading materials available for each students; there is no physical education textbook and reading materials available for each students. Among those of students 26(7.4%) were mentioned, undecided. The rest of the students 50(14.5%) and 86(24.1%) were responded that, strongly agree and agree respectively about physical education textbook and reading materials were available for each students. This indicates, physical education textbook and reading materials were undecided according to the mean scores of students is (2.69) for each student.

In the table 4 item 4 indicates the majority of students 110(31.3%) were responded that, strongly agree on the school building are conducive for teaching-learning activities. Among those of the students 80(23.7%) were mentioned, agree level about school building are conducive for teaching- learning activities. Some of the students 82(23.3%) were responded that, undecided about school building are conducive for teaching-learning activities. The rest of the students 38(10.8%) and 42(11.9%) were responded that, disagree and strongly disagree respectively the

school buildings are conducive for teaching-learning activities. The mean scores of student are (3.51) this indicated that they highly agreed.

In the above table 4 of item 5 indicates the majority of students 200(56.8%) and 60(17.0%) were responded that, strongly agree and agree respectively about the school climate were appropriate to attend the teaching-learning activities. Among those of students 42(11.9%) were mentioned, undecided on the school climate appropriate to attend the teaching-learning activities. The rest of the students 38(10.8%) and 12(3.4%) were responded that, disagree and strongly disagree respectively the school is not appropriate to attend the teaching-learning activities. The mean scores of student are (4.13) this indicated that they highly agreed on the issue. This indicates the school has main necessary physical and materials resources were unavailable for all students.

As it can be observed from the above table 4 for item 6, students were asked the library was full of the necessary physical education references book with LCS they indicates that the majority of students 180(51.1%) and 82(23.3%) were responded that, strongly disagree and disagree respectively. Among those of students 20(5.7%) were mentioned, undecided. The rest of the students 28(8.0%) and 42(11.9%) were responded that, strongly agree and agree respectively on the library was full of the necessary physical education references book with LCS. The mean scores of students is (2.02) this indicated that they highly disagreed. This indicates that the necessary physical education reference books were not available for the proportion of all students

In general, the outcomes obtained through from the four tools of them three items were not good or unavailable for students like shortage of textbook and reading materials; school has main necessary physical and materials resources were unavailable for all students and the library service and physical education reference books were unavailable for all students in LCS. (Iqbal, 2005) stated that the arrangement of classroom educational facilities and instructional spaces might be selected for learning rather teaching. Besides, it should ensure to facilitate teacher in making an atmosphere where quality learning may be promoted.

## 4.2.2. Response related with parent involvement.

**Table:-5. Response on parent involvement**

No	Item	Respo ndent	F	%	Mea n	Std.Dev	T-value	Sig
7	Your parent involves in school- parent teacher conference.	5	100	28.4	3.30	1.405	43.993**	0.01
		4	60	17.0				
		3	90	25.6				
		2	48	13.6				
		1	54	15.3				
		<b>Total</b>	<b>352</b>	<b>100</b>				
8	Your parents communicate with school administration or Woreda education office about the problem of large class size.	5	86	24.4	3.55	1.154	57.652**	0.01
		4	104	29.5				
		3	90	27.8				
		2	52	12.5				
		1	10	5.7				
		<b>Total</b>	<b>352</b>	<b>100</b>				
9	Is there community participation for build additional classes?	5	96	26.1	3.28	1.455	42.284**	0.01
		4	82	24.4				
		3	74	21.0				
		2	28	8.0				
		1	72	20.5				
		<b>Total</b>	<b>352</b>	<b>100</b>				
10	All parents discuss about the impact of large class size on academic progress of all students.	5	68	19.3	3.07	1.370	42.043**	0.01
		4	70	19.9				
		3	102	29.0				
		2	42	12.2				
		1	70	19.6				
		<b>Total</b>	<b>352</b>	<b>100</b>				
11	Ensure all parents attend the school meeting.	5	96	27.3	3.31	1.420	43.770**	
		4	88	25.0				
		3	48	13.6				
		2	70	19.9				
		1	50	14.2				
		<b>Total</b>	<b>352</b>	<b>100</b>				

Key: Mean value  $\geq 4.50$ =strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and  $\leq 1.49$ = strongly Disagree, \*\*  $p < 0.01$  and \*  $p < 0.05$

One sample t-test value shows there was significant difference on student's parent involvement in teaching physical education class at  $p < 0.05$ .

Items 7 of table 5 students were asked that about our parents involves in school parent teacher conference s, they indicates that 100(28.4%) and 60(17.0%) were responded that, strongly agree and agree level respectively on our parents involves in school parent teacher conference. Among those of students 90(25.6%) were mentioned, undecided. The rest of the students 54(15.3%) and 48(13.6%) were responded that, strongly disagree and disagree respectively about our parents involves in school parent teacher conferences. This indicates, our parents involves in school parent teacher conference were undecided according to the mean scores of students is (3.30) for each student.

In table 5 of item 8 the majority of students 86(24.4%) were responded that, strongly agree about our parents communicate with school administrations or woreda education office about the problem of LCS. Many of the students 104(29.5%) mentioned that, agree about our parents communicate with school administrations or woreda education office about the problem of LCS. About students 90(27.8%) were responded that, undecided our parents communicate with school administrations or woreda education office about the problem of LCS. The rest of the students 20(5.7%) and 52(12.5%) were responded that, strongly disagree and disagree respectively about our parents communicate with school administrations or woreda education office about the problem of LCS. The mean scores of student are (3.55) this indicated that they highly agreed on the issue. This indicates that there is relationship between parents and school administrations or woreda education office about the problem of LCS

As can be observed in table 5, item 9 of the above table the students around 96(26.1%) were responded that, strongly agree about community participations for build additional classes. About 82(24.4%) were responded that, agree level on community participations for build additional classes. Some of the students 28(21.0%) were undecided level. The rest of the students 72(20.5%) and 28(8.0%) were responded that, strongly disagree and disagree respectively, about community participations for build additional classes not good. This indicates, were community participation for build additional classes were undecided according to the mean scores of students is (3.28) for each student, the awareness of the community on the participation of build additional classes was not so much.

Item 10 of table 5 indicates the majority of the students 68 (19.3%) were responded that, strongly agree about all parents discuss about the effect of LCS on academic progress of all students. About 70(19.9%) were responded that, agree level about all parents discuss about the effect of LCS on academic progress of all students. Some of the students 102(29.0%) were undecided level. The rest of the students 70(19.6%) and 42(12.2%) were responded that, strongly disagree and disagree respectively, about all parents discuss about the effect of LCS on academic progress of all students. This indicates, were community participation for build additional classes were undecided according to the mean scores of students is (3.07) for each student.

In the above table 5 of item 11 indicates some of students 96(27.3%) and 88(25.0) were responded that, strongly agree and agree respectively about always all parents attend the school meeting. Among those of students 48(13.6%) were mentioned, undecided level on item 11. The rest of the students 70(19.9%) and 50(14.2) were responded that, disagree and strongly disagree respectively always all parents attend the school meeting. The mean scores of students is (3.31) this indicated that they undecided level about always all parents attend the school meeting.

Finally, from the results obtained through the sources of data, it is likely the communication of students-parent between the school or Woreda education office were undecided, the awareness of the community on the participation of build additional classes was undecided, the awareness of students parent regarding the effect of LCS on academic progress were very low. According to (Henderson &Mapp, 2002), the role of parental involvement in children's education has become a central issue in educational policy and research. In general, Parents play a crucial role in both the home and school environments.

### 4.2.3. The response on impacts of large class size on students and teachers

**Table:-6.The impacts of large class size on students and teachers**

No	Item	Respondent	F	%	Mean	Std.D ev.	T-value	Sig.
12	Large class size affect the teaching learning process in physical education	5	160	45.5	4.04	1.092	69.36**	0.01
		4	90	25.6				
		3	68	19.3				
		2	22	6.5				
		1	12	3.1				
		<b>Total</b>	<b>352</b>	<b>100</b>				
13	The teacher cannot evaluate large learner	5	150	42.6	4.00	1.136	66.01**	0.01
		4	115	32.7				
		3	35	9.9				
		2	40	11.4				
		1	12	3.4				
		<b>Total</b>	<b>352</b>	<b>100</b>				
14	The teacher cannot control the students discipline in large classroom.	5	120	34.1	3.81	1.277	57.16**	
		4	102	29.0				
		3	50	14.2				
		2	68	19.3				
		1	12	3.4				
		<b>Total</b>	<b>352</b>	<b>100</b>				
15	In large class size every students does not get chances to ask and answers question and clarification.	5	135	38.4	3.71	1.218	55.97**	0.01
		4	108	31.0				
		3	45	12.5				
		2	34	9.7				
		1	30	8.5				
		<b>Total</b>	<b>352</b>	<b>100</b>				
16	In large class size learning is dominated by fast learners; no less chance is there for medium and slow learner student.	5	96	27.3	3.59	1.251	53.97**	0.01
		4	125	35.5				
		3	50	14.5				
		2	53	14.8				
		1	28	8.0				
		<b>Total</b>	<b>352</b>	<b>100</b>	<b>3.83</b>		61.65**	0.01

Key: Mean value  $\geq 4.50$ =strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and  $\leq 1.49$ = strongly Disagree, \*\*  $p < 0.01$  and \* $p < 0.05$

One sample t-test value shows there was significant difference the impacts of large class size on students and teachers  $p < 0.05$ .

In the above table 6 of item 12 indicates the majority of students 160(45.5%) and 90(25.9%) were responded that, strongly agree and agree respectively about Class size affect the teaching learning physical education process.

Among those of students 68(19.3%) were mentioned, undecided on Class size affect the teaching learning physical education process. The rest of the students 22(6.5%) and 12(3.1%) were responded that, disagree and strongly disagree respectively about Class size affect the teaching learning physical education process. The mean scores of student are (4.04) this indicated that they highly agree on the issue. This show that managing and controlling discipline of large class sized class is too difficult and a serious problem for teachers

Responses for item 13 table 6 show that, the majority of students 150(42.6%) and 115(32.7%) were responded that, strongly agree and agree respectively about the teacher cannot evaluate large learner. Among those of students 35(9.9%) were mentioned, undecided. The rest of the students 40(11.4%) and 12(3.4%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (4.00) this indicated that they highly agree on the issue. This show that difficulty to identify students with special need, problems of test administrations and teachers getting less time to correct students work and suffocation of the classes were created on the students' achievement during teaching-learning process of physical education as a result of overcrowded classroom and also it was a serious impact of large class size on the teachers.

Thus, from the result, item 14 it the majority of students 120(34.1%) and 102(29.0%) were responded that, strongly agree and agree respectively about the teacher cannot control the students discipline in large classroom. Among those of students 50(14.2%) were mentioned, undecided. The rest of the students 68(19.3%) and 12(3.4%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.81) this indicated that they highly agree. From this one can judged that managing and controlling discipline of large class sized class was too difficult, difficulty to identify students with special need, problems of test administrations and teachers getting less time to correct students work and suffocation of the classes were the main impacts of LCS on the teachers . As said by (Benbow, 2007) large class

size can negatively affect to significant and interrelated aspect of teacher practice-instructional time and classroom management.

As shown in Table 6 of item 15, 135 (38.4%) of them strongly agreed with the view that “In large class size every students does not get chances to ask and answers question and clarification” during the learning progression. Some of the students 108(31.0%) were mentioned, agree with the above item 15. Among those of students 45(12.5%) were mentioned, undecided. The rest of the students 34(9.7%) and 30(8.5%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.71) this indicated that they highly agree. From the result one can judge that, in the large class size, there is a serious impact for students to get chances to ask questions for clarifications and respond to the questions raised from the teacher.

In the same table 6 of item 16 show that, the majority of students 96(27.3%) were responded that, strongly agree with the statements “in large class size learning is dominated by fast learners; no less chance are there for medium and slow learner student”. Among 352 of students 125(35.5%) of them agree with the above idea. Among those of students 50(14.5%) were mentioned, undecided. The rest of the students 53(14.8%) and 28(8.0%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.59) this indicated that they highly agree according to rating categories. The result shows that an active learning in the large class size is dominated by clever or student learners; the medium or slow learners play less or no role in the learning process.

In general, from the above analysis, it can be inferred, in the large class size, there is a serious impact for students to got chances to asks and answering questions for clarifications and respond to the questions raised from the teacher as well as in large class size learning was dominated by fast learners; no less chance are there for medium and slow learner student were the main impacts of LCS on students. (Finn, 2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially.

#### 4.2.4. Responses Related to large class size affecting on Students Achievement during teaching-learning of physical education.

**Table:-7. Response Students Achievement during teaching-learning of PE**

No	Item	Res pon	F	%	Mean	Std.D ev.	T-value	Sig.
17	Learning cannot occur when the students are noisy in large class size.	5	160	45.3	3.93	1.229	60.011**	0.01
		4	84	23.8				
		3	50	14.2				
		2	40	11.3				
		1	18	5.1				
		<b>Total</b>	<b>352</b>	<b>100</b>				
18	In large class size, teachers spend more time for classroom management at the expense rather than facilitating the students learning.	5	110	31.2	3.38	1.490	42.57**	0.01
		4	92	26.1				
		3	30	8.5				
		2	60	17.3				
		1	66	16.7				
		<b>Total</b>	<b>352</b>	<b>100</b>				
19	Student cannot learn physical education when they do practical activities in large class size.	5	100	28.3	3.59	1.176	57.25**	0.01
		4	92	26.3				
		3	88	24.6				
		2	58	16.4				
		1	14	4.0				
		<b>Total</b>	<b>352</b>	<b>100</b>				
20	In large class size, assessment mostly focuses on tests and examination rather than practical test or continuous assessment.	5	92	26.1	3.58	1.186	56.56**	0.01
		4	108	30.6				
		3	86	24.4				
		2	44	12.2				
		1	22	6.5				
		<b>Total</b>	<b>352</b>	<b>100</b>				
21	Learning in large class promotes teachers-centred approach rather than students-centre learning approach.	5	86	24.4	3.50	1.194	55.01**	0.01
		4	98	27.8				
		3	100	28.3				
		2	42	11.9				
		1	26	7.4				
		<b>Total</b>	<b>352</b>	<b>100</b>				
22	In large class size that teacher doe's pay attention to individual students.	5	120	34.0	3.56	1.353	49.39**	0.01
		4	82	23.3				
		3	60	17.0				
		2	56	15.9				
		1	34	9.7				
		<b>Total</b>	<b>352</b>	<b>100</b>				

*Key: Mean value  $\geq 4.50$ =strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and  $\leq 1.49$ = strongly Disagree, \*\*  $p < 0.01$  and \* $p < 0.05$*

. One sample t-test value shows there was significant difference Related to LCS Affecting on Students Achievement during teaching-learning of PE at  $p < 0.05$ .

As can be seen from Table 7, of item 17 indicates the majority of students 160(45.3%) and 84(25.6) were responded that, strongly agree and agree respectively with the statements “Learning cannot occur when students are noisy in large classroom. Among those of students 50(14.2%) were mentioned, undecided. Among those of the students 40(6.5%) and 18(3.1%) were mentioned, disagree and strongly disagree respectively with the statements of learning cannot occur when the students are noisy in large class room. The mean scores of student are (3.93) this indicated that they highly agree according to rating categories. In other words, learning occurs when learners actively get involved in teaching-learning process rather than when they are passively receiving information.

From table 7 item 18, respondents were asked how far teachers face difficulties spend their time in controlling classroom discipline rather than directly conducting lessons assisting students’ learning. Hence, the majority of students 110(31.2%) and 92(26.1) were responded that, strongly agree and agree respectively, this indicate that, controlling and managing discipline of overcrowded number of students in large class sized classroom is a serious problem of teachers. From the given sample of students 60(17.3%) and 66(16.7%) were mentioned, disagree and strongly disagree with the statement “In LCS, teachers spend more time for classroom management at the expense rather than facilitating the students learning”. The mean scores of student are (3.38) this indicated that undecided according to rating categories.

In the same table 7 of item 19 indicates the majority of students 100(28.3%) were responded that, strongly agree with the statements “Student cannot learn physical education when they do practical activities in large class size”. Among those of students 92(26.3%) were mentioned, agree with the above idea. Among those of students 88(24.6%) were mentioned, undecided. The rest of the students 58(14.4%) and 14(4.0%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.59) this indicated that they highly agree. From this point of view we can understand that large class sizes are not useful for practical activities in physical education class.(Blachford and Mortimore, 1994) stated that classroom management of

behavior is easier in smaller classes. Thus, if the class is larger, the possibility of encountering classroom management difficulties increases.

As shown in table 7 of item 20, majority of the students 92(26.1%) were responded that, strongly agree with the opinion that in large class size, assessment mostly focuses on tests and examination rather than practical test or continuous assessment and most of the students 108(30.6%) were responded that, agree with the above idea. This was the main factor of student's academic achievement during teaching-learning process of physical education by a reason of LCS. The rest of the students 44(12.2%) and 22(4.0%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.58) this indicated that they highly agree. The response also indicates that learners in large class size have no chances to be evaluated continuously or practical activities and lively while they are doing the activity, rather than they expected and driven to take tests and examinations.

In the same table 7 of item 21 indicates the majority of students 86 (24.4%) and 98(27.8%) were responded that, strongly agree and agree respectively with the idea "learning in large class promotes teachers-centered approach rather than students-centered learning approach" and rest of the students 42 (11.9%) and 26(7.4%) were mentioned, disagree and strongly disagree respectively, with the above idea. The mean scores of student are (3.50) this indicated that they agree level according to rating scale. This indicates in large class size teachers mostly use lecture method. Likewise, that large class the atmosphere was totally teacher centered; students have less or no rolled them passive listeners. The outcome reveals that although there can be other factors, including teachers, attitude; large class size is one of the factors that influence teachers to keep up using the oldest teacher-centered method. In line with this result; Mc Keachie (1986) notes that large classes are most likely to use lecture methods and less likely to use discussion than small classes.

As can be seen from Table 7, of item 22 indicates the majority of students 120(34.0%) were responded that, strongly agree with the statements "in large class size that teacher does pay attention to individual students" and most of the students 82(23.3%) were responded that, agree with the above idea. Among those of students 60(17.0%) were mentioned, undecided. Rest of the students 56(15.9%) and 34(9.7%) were mentioned, disagree and strongly disagree respectively on the above item. The mean scores of student are (3.56) this indicated that agree level according to rating categories.

Finally, from the results obtained through the sources of data, learning cannot occur when the students are noisy in large classroom, to elicit how far teachers face difficulties spend their time in controlling classroom discipline rather than directly conducting lessons assisting students' learning and large class sizes are not available for practical activities in physical education class, evaluation of the students were the main affect of LCS on students achievements during teaching-learning process of physical education. As said by (Benbow, 2007) large class size can negatively affect to significant and interrelated aspect of teacher practice-instructional time and classroom management. It is, therefore, affirmed that managing large classes is always more difficult than managing small classes.

#### 4.2.5. Response related to Classroom conditions and instructional facility

**Table:-8. Classroom conditions and instructional facility**

No	Item	Respon dent	F	%	Mea n	Std.Dev	T-value	Sig
23	There are enough seating spaces for all students in the class	1	82	23.3	1.77	0.423	78.31**	0.01
		2	270	76.7				
		<b>Total</b>	<b>352</b>	<b>100</b>				
24	Chair and tables are easily movable.	1	61	17.3	1.83	0.379	90.41**	0.01
		2	291	82.7				
		<b>Total</b>	<b>352</b>	<b>100</b>				
25	There is adequate space between chair and desks	1	67	19.0	1.81	0.393	86.36**	0.01
		2	285	81.0				
		<b>Total</b>	<b>352</b>	<b>100</b>				
26	Small numbers of class size environments are able to teach students and help him/her when the help is need.	1	305	86.6	1.13	0.341	62.43**	0,01
		2	47	13.4				
		<b>Total</b>	<b>352</b>	<b>100</b>				
27	In large class students do other thing, because the teacher can't see them.	1	297	84.4	1.16	0.364	59.60**	0.01
		2	55	15.6				
		<b>Total</b>	<b>352</b>	<b>100</b>				
28	Is there playing field for different ball games?	138	138	39.2	1.61	0.489	61.70**	0.01
		2	214	60.8				
		<b>Total</b>	<b>352</b>	<b>100</b>				
29	School have enough sport materials, like balls, javelin, shot put and etc	1	118	33.5	1.66	0,473	66.07**	0.01
		2	234	66.5				
		<b>Total</b>	<b>352</b>	<b>100</b>	<b>1.56</b>			92.41**

**Key,** F=Frequency, %= Percent 1=Yes 2=No \*\*  $p < 0.01$  and \* $p < 0.05$

. One sample t-test value shows there was significant difference related to Classroom conditions and instructional facility at  $p < 0.05$ .

On item 23, table 8 indicates that the majority of the students 270(76.7%) were responded that, no there are enough seating space for all students. However 82 (23.3%) of students were responded that, there are enough seating spaces for all students. The mean scores of student are (1.77); this indicates the seating space was found to be inadequate for all students in most of the classrooms.

In the same table 8 of item 24, indicates the majority of students 291(82.7%) were responded that, chair and tables are no easily movable. However 61(17.3%) of students were responded that, chair and table are easily movable. The mean scores of student are (1.83); this shows that, difficult for the teachers to move round in the classroom in order to give comments and advice for students.

As show in table 8 of item 25, majority of students 285(81.0%) were responded that, there is no adequate space between chairs and desks. However 67(19.0%) of students were mentioned; there is adequate space between chair and desks. The` mean scores of student are (1.81).

In the same table 8 of item 26, indicates majority of students 305(86.6%) were responded that, yes Small number of class size environment are able to teach students and help him/her when the help is need. However 47(13.4%) of students were responded that, not agree with the idea of above item 26. On the other hand teachers of the reduced class size can easily able to reach the need of their students to help and pay attention to every student. The result indicates that small class sizes are preferable for physical education class and correlated significantly with student's academic achievement. Standing for this argument, Izzo (1980) claims that the size of class is an important physical factor that influences the choice of method, and decreases the amount of individual attention the teacher can give to each student.

Responses for item 27 table 8, show that, the majority of students 297(84.4%) were responded that, yes in large class students do other thing, because the teacher can't see them. However 55(15.6%) of students were responded that, not agree with the idea of above item 27. The mean scores of student are (1.16). Likewise as a result of teachers' failure to pay attention to each and every individual student in large class size is, some students might be attracted to do other works instead of the actual lesson.

As it can be seen from table 8 of item 28 indicates the majority of the students 214(60.8%) were responded that, there is no playing field for different ball games. However 138(39.2%) of students were responded that, agree with the idea of above item 28.The mean scores of student are (1.61).

In the same table 8 of item 29, indicates majority of students 234(66.5%) were responded that, School have no enough sport materials, like balls, javelin, shot put and etc. However 118(33.5%) of students were responded that, agree with the idea of above item 29.The mean scores of student are (1.66).

Generally, as it can be deduced from the sources of data, the seating space was found to be inadequate for all students, the space between chair and desks were inadequate, chair and desks were unmovable in the classroom, there is no playing field for different ball games, School have no enough sport materials, like balls, javelin, shot put and etc.(Squazzin and Graan, 1998) confirmed that the physical environment (classroom arrangement, classroom appearance and layout) contribute a lot to promote achieve students during teaching- learning process of physical education class in LCS.

### **4.3. Interview Result from School leaders**

Under this section, the researcher presented the qualitative data that was obtained through interview.

- Regarding on problem related with LCS on student's achievements during teaching-learning process of PE on instructional materials and school facilities, According to the interviewees, there is no sufficient instructional facilities and materials such as, PE text book, different playing field and reading materials, insufficient of reference book in the library, insufficient of teaching classroom.
- Regarding the issue of parent involvement; there is no parent involvement for LCS problem improvements, because the parent didn't communicate with school leaders, the parent didn't discuss about the problem of LCS on student's academic progress, most of the time the school principals didn't provide the opportunity to take part in the additional classroom building.
- All school leaders said that, regarding the impact of large class size on the teachers and students, it has great problem on educational achievement for both teachers and students.

- All school leaders said regarding the issue of the effect of large class size on students achievement, it reduce the students participations in the lessons activities that results in low students achievement.
- During the interview held with school leaders for question raised to them to all school leaders said regarding the issue to overcome the problems of LCS on student's achievements during teaching-learning process of PE, the number of student must be reduce according to the standard, the school must have a budget for sport materials like for different balls, sport equipment and playing field must be organize at the future ,in addition to this it is being planned to add buildings for the classroom and the government should employ additional new teachers.

#### **4.4. Interview Result from Physical Education Teachers**

The result of this interview was as follow;

- ❖ All of physical education teachers said on the first question as much as possible the school climates were conducive for teaching-learning process of PE but regarding the effect of LCS on student's achievement were very difficult to teach students.
- ❖ All teachers said that regarding the issue of classroom physical environment/class size, nature of chair and desks are suitable for teaching PE ;as he indicated in the classroom, size numbers of students are not balance. The numbers of students are very large and difficult to arrange them either in pairs or groups. In addition to this the nature of chair and desks are also affect the teaching and learning process to move according to the activities.
- ❖ The two teachers said on question number 2there is no adequate time to teach students in the classroom and practical session in LCS. All PE teachers said regarding the degree of student's participation in teaching- learning process in LCS was very low because overcrowded student's impacts the student's participation in teaching- learning process of PE.
- ❖ All of PE teachers said regarding on the method of assessment, there is no continuous assessment in our method of evaluation because having 75 and above students (before Covid-19) in aclass how do I continuously assess? It is too troublesome and boredom. The reason is nothing but overcrowded number of students. So the only thing is provide

them a group assignment and final examination at the end of the semester, of course I sometimes provide them practical test.

- ❖ All teachers said regarding the method of teaching during practical classes, teaching is a via functional curriculum encompasses of the students and teachers work, so the method I use during practical session was teacher-centred learning approach because the number of students in the classes were very large or overcrowded number of students.
- ❖ All of PE teachers said regarding the issues of the major factor of LCS on student's achievement during teaching-learning process of PE; learning cannot occur when the students noisy in large class, the teacher cannot cover the daily topic, the assessment was not fulfill properly, the teacher not at all to deliver the performance of all students in LCS, LCS were unavailable for practical activities in PE class.
- ❖ All teachers said regarding the issue of minimizing the impact of LCS and how do you overcome the problem of LCS on student's achievement during teaching-learning of PE. By dividing them into small groups while the students are doing the group work. By was walking around the classroom and practical activities, the school has to build additional classroom, the school communicate with students-parent or community to support some unavailable materials, the school has integrally relations with NGOs.

#### **4.5. Result from Classroom and Field Observation**

During the observation was conducted, there were several problems related with LCS was observed on teachers and students;

- ✓ Students noisy in the classroom.
- ✓ Chair and table are not movable.
- ✓ Inadequate space between chair and desks.
- ✓ Students do not get chance to ask and answering questions.
- ✓ Absence of motivation to articulate their experience.
- ✓ There were no classroom interactions.
- ✓ There were no the organization of students in groups/pair.
- ✓ There is no classroom management because of the problem of LCS.
- ✓ There were no facilitated group discussions.

- ✓ No controlling group discussions because of the number of students in the classes were very large.
- ✓ There is no good method of practical teaching.
- ✓ Teaching materials are unavailable.
- ✓ There is no good demonstration because of the problem of LCS.
- ✓ There is no enough time to teach PE practical class.
- ✓ There is no teachers react against misbehaving through eye contact during teaching practical class.
- ✓ Learners do not participate actively in practical class.
- ✓ There is no learner's demonstration.
- ✓ Sport materials are not available for all students.

#### **4.6. Discussion of results**

The study results had been obtained quantitative data collection approach and qualitative data collection approach were triangulated to cross-checked whether the results that obtained through quantitative data and qualitative data collection were confirming each other or not. The results that obtained from the quantitative data collecting approach from students were similar with the results that had been gained through responses that had been collected from physical education teachers and principals.

The next part of this discussion had presented to confirm the similarity of the current finding that had been gained through this study with the previous studies that had been done by the previous researchers.

The current study had done particularly on the impact of the large class size on student's achievement in practical class of physical education in secondary schools. The result of this study was conducted in 2020 and the time was recent. When the findings of current study were compared with the previous studies, the findings were supporting each others. These points were presented with specific objective of this study as follows.

The specific objective of this study were addressed in that the first specific objective this study was to identify how the extent of large class sizes affect students' achievements and supply of instructional materials and parent involvement in practical class of physical education. The results of the current study was size indicated that the large class has impact on teaching large class in the physical education of secondary schools. The first specific objective was achieved.

The previous studies that had been conducted by different researchers were reviewed to cross check the dissimilarity and the similarity of the previous finding and the current findings of this study.

The previous study that had been conducted by Siegel,(2002) was founded that small class size enhance students effective learning academic success. The previous study that had been conducted by Sheman had indicated that (2002) the quality and academic success are higher in small class size than in large class size. The previous study that had shown the advantages of small class. The previous study that had been conducted by Anderson (2000) and Achilles 1999 had show that the presence of connection between class size and teaching, and implications for class room management and pedagogy. These previous finding supported the current study in some extent

The second specific objective of this study was to Find out the impact of large class size on students, teachers and in teaching practical class of physical education. The results of this study indicated that the large class affects the attention of students, marking, planning and assessing are more of the problems in large classes in teaching physical education, affect teaching quality. Teachers do not spend extra time with slow learners, teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in physical education, large class can force teachers to focus more on time centred lesson so this teaching strategy then become the culture of teaching in teaching in teaching physical education.

Large class size influence students to display learning behaviors not questions to the teachers questions and waiting on the teachers to provide most answers to question on worksheets and exercise in teaching physical education large class hinder the achievement of learning objective and reduce the completion of learning activities ,large class size do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance. The precious study that had been done by Frazer and Yelkperci 2009 had indicated that large class affects quality learning.

The last objective was to determine what measures to be taken to overcome challenges to teach physical education in large class. The results of this study had that identify the extent at which the large class affect physical education teaching in secondary school was moderated

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

#### **5.1. Summary of the Major Findings**

The main objective of the study was to investigate the impact of large class size on student's achievement in physical education in north Showa zone some selected secondary school. The following are the basic research question, which are a relevant guide for researching the topic

1. To what extent selected secondary schools have adequate supply of instructional materials and facility and parent involvement to be effective in teaching PE?
1. What are the impacts of large class size on students, teachers and during teaching practical class of PE?
2. What measures physical education teachers use to overcome challenges related to teaching practical class in large classes?

A descriptive survey method was employed, because a descriptive survey analysis was made on the impact of large class size on student's achievement during practical class of physical education. To carry out the intended study, Sample wereda were selected by using simple random sampling technique with the intention of giving each wereda an equal chance of being included in the sample. Three secondary schools, those are Shararo secondary school, Abdisa Aga secondary school and Dahan secondary school, was selected as a study site and three school leaders in the selected secondary schools and three physical education teachers and 352 students identified by using sampling (through lottery system) were used as subjects of the study since their number was assumed to be few and manageable for the study.

Information obtained from the sampled respondents through questionnaires, interview and classroom and field observation. The questionnaires were administered to 352 students. The data collected were analyzed using descriptive statics such as frequency, percentage; mean and

standard deviation were analyzed by spss- version -20 software. Based on the result of the data analysis, the major findings of the study are summarized as follows;

In terms of educational qualification level, 3 (100%) school leaders MA/Med holder and 3(100%) PE teachers were Degree. Even though a blue print of Teachers Development Program TDP (MoE, 2007) has states that the academic qualification required for the secondary school principal is MA degree. With respect to the work experiences, about 2(66.7%) and 1(33.3%) of PE teacher teaching experience for between 1-5 years and 6-10 years respectively, and about 2(66.7%) and 1(33.3%)of school leaders teaching experience for between 11-15 years and 16-20 years respectively. Regarding the student educational level 109(30.97%) were grade 9, 80(22.7%) were grade 10, 92(26.13%) was grade 11, 71(20.17%) were grade 12.This may show that, around 31% of the respondent's grade 9.

- ❖ The school has no all the necessary physical and materials resources, physical education text book and reading materials are not available to the proportional of the number of students, the library is full of the necessary physical education references book with large class size students.
- ❖ From the results obtained through the sources of data, it is likely the communication of students-parent between the school or Woreda education office were undecided, the awareness of the community on the participation of build additional classes was undecided, the awareness of students parent regarding the effect of LCS on academic progress were very low.
- ❖ From the analysis in chapter four, it can be inferred, in the large class size, there is a serious impact for students to got chances to asks and answering questions for clarifications and respond to the questions raised from the teacher as well as in large class size learning was dominated by fast learners; no less chance are there for medium and slow learner student were the main impacts of LCS on students.
- ❖ From the results obtained through the sources of data, learning cannot occur when the students are noisy in large classroom, to elicit how far teachers face difficulties spend their time in controlling classroom discipline rather than directly conducting lessons assisting students' learning and large class sizes are not available for practical activities in physical education class, evaluation of the students were the main affect of LCS on students achievements during practical class of physical education.

- ❖ Regarding the issue to overcome the problems of LCS on student's achievements during teaching-learning process of PE, the number of student must be reduce according to the standard, the school must have a budget for sport materials like for different balls, sport equipment and playing field must be organize at the future,in addition to this it is being planned to add buildings for the classroom and the government should employ additional new teachers.

## 5.2. Conclusions

Based on the findings of the study the following conclusions were reached.

- ⇒ The study concluded that teachers' age, sex, academic qualification and teaching experience did not have significance effect on large class size.
- ⇒ It can be inferred that, regarding school facilities; school compound were not clean and orderly as well as the school has all the necessary physical and materials resources were unavailable for all students.
- ⇒ The outcomes obtained through instructional facilities and materials were unsatisfactory for all students like shortage PE text book and reading materials, uncomfortable school building, the library service and PE reference book were unavailable for students in LCS.
- ⇒ From the results obtained, regarding the issue of parent involvement; it was likely the communication of students –parent between the school or Woreda education office were very low, the awareness of the community on the participation of build additional classes was very low, the awareness of students parent regarding the effect of LCS on academic progress were very low
- ⇒ Thus, from the result, it can be judged regarding the impact of LCS on the teachers were concluded that, managing and controlling discipline of large class sized class was too difficult, difficulty to identify students with special need, problems of test administrations and teachers getting less time to correct students work, suffocation of the classes were the main impacts of LCS on the teachers.
- ⇒ From the above analysis regarding the impact of LCS on students can be inferred, in the large class size, there is a serious impact for students to got chances to asks and answering questions for clarifications and respond to the questions raised from the teacher as well as in large class size learning was dominated by fast learners; no less chance are there for medium and slow learner student were the main impacts of LCS on students.
- ⇒ From the results obtained, regarding LCS affect students achievement during practical class of PE , learning cannot occur when the students are noisy in large classroom, teachers face difficulties spend their time in controlling classroom discipline rather than directly conducting lessons assisting students learning, students do not learn PE practical class in LCS, it was difficult to evaluate students in LCS were the main affect of LCS on students achievements during practical class of physical education.
- ⇒ As it can be deduced from the result, the seating space was found to be inadequate for all students, the space between chair and desks were inadequate, chair and desks were unmovable in the classroom.

### 5.3. Recommendations

On the basis of conclusions drawn above, the following recommendations are forwarded.

- To alleviate the shortages school facilities, school administration, community, zonal and regional education bureau have to construct additional schools. This can eliminate the problems arise from large class size and helps students academic achievement during practical class of PE.
- Furthermore, the concerned government body (Woreda education office) should provide instructional facilities and materials, which includes physical education textbook library service, physical education reference books, etc. to relieve overcrowding. Since this study suggested that, there was a decrease in student's academic achievement in PE class.
- Secondary school must breakdown any barriers to create small class size that impeded parental involvement and participate actively to build additional classes. Schools can do this by creating a welcoming and inviting environment at the school for parents, providing opportunities for parents to collaborate with the school and keeping the lines of communication open.
- To minimize the impact of large class size on the teachers and students, the school provides equal opportunity for, the community and Woreda education office should carry out primary responsibility to bring manageable class size by a means of minimizing the number of students in a class and employs extra teachers and built additional class. Therefore, teachers of large classes should encourage students interaction either by pair or group work; provide opportunities for students to learn from each other and through more meaningful feedback from their teachers
- To generate students interests , in large classes, PE teachers should provide feedback in time and draw the attention of individual students in different pleasant activities such as addressing students by their name in order to answers the questions, establishing good rapport, creating relaxed environments and providing equal opportunities for both weak and clever students.
- To reduce with miss behavior of the learners and to make the classroom discipline harmonious, teachers could use different strategies like establishing ground rules which should be obeyed by each and every students and groups; and create students profile, more authorize the group leaders and encourage or reward disciplined students and going round.

- Since the large class size is a reality in this country including the three selected secondary school, the latter it is seriously required to be recommended in the study. To overcome the problem of LCS, by minimizing the impacts of large class size this is found in the study. So that teachers should use different methods and strategies to create small class size within the large class size. For instance, they ought to break the class in to small groups, use the largest classrooms or halls or space outside of the classroom and sometimes change the classroom arrangement in a way that the classroom set up is in convenient for student-centered learning. Thus, schools, nearby authorities and even the government should make an effort to make more sections, provide sufficient learning materials, fulfill classroom furniture and employ adequate teachers.
- Teachers should also try to conduct continuous assessment and using peer and self assessment strategies among students; so that they can easily, timely and frequently correct the students' works and then provide crucial remedies.

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## APPENDICES

### Appendix-I

Questionnaire to be filled by Students of north showa some selected secondary School. This questionnaire is to be filled by students' of north showa some selected secondary School. This questionnaire is prepared for the purpose of conducting The impact of large class size on students achievements during teaching-learning process of physical education in, Oromia Regional State north Showa some selected secondary school. The information obtained from the responses of this questionnaire will be used for research purposes. Therefore you are kindly requested to answer the question honestly and frankly. Your responses will be kept confidential.

Thank you in advance.

#### I. Background Information

**Instruction A:** - Some characteristics of students are given below. Please respond either by filling in the blank space or by circling the letter of the appropriate response.

1. Name of school \_\_\_\_\_ 2 Grade \_\_\_\_\_

3. Sex. Male 1  female 2

4. Age 1,15-16 year's  7-19 year's , 20-22 year's  and above year's

5. Academic qualification(s):

A. Diploma Major \_\_\_\_\_ Minor \_\_\_\_\_

B. BA/Bed/BSc in (Area of study) \_\_\_\_\_

C. MA/Med/MSc in (Area of study) \_\_\_\_\_

D. Please indicate if other than the above \_\_\_\_\_

6. Work experience/years of service in the schools:

A. 1-5 Years  D. 16-20 Years

B. 6-10 years  E. 21 Years and above.

C. 11-15 Years

**Instruction B:-**The following items indicate the impact that contributes large class size on student’s achievement. Each item is to be responded by selecting the most appropriate response from the alternatives scale. 5= strongly agree 4= agree 3=undecided 2= disagree 1= strongly disagree please respond by marking a tick “√” against the response you think most appropriate.

**PART I: - Adequate supply of instructional materials and facility to be effective in teaching PE**

No	Items	5	4	3	2	1
	<b>Items related to instructional facilities and materials.</b>					
1	Is the school compound is clean and orderly to teach PE					
2	Have the school has all the necessary physical education and material resources.					
3	Physical education text book are available to the proportional of the number of students.					
4	School compound are conducive for teaching learning activities of PE practical					
5	The school climate is appropriate to attend the teaching –learning activity.					
6	The library is full of the necessary physical education references book with large class size students.					

**Part II:- parent involvement in the school.**

	Items	5	4	3	2	1
7	Your parent involves in school-parent teacher conference.					
8	Your parents communicate with school administration or Woreda education office about the problem of large class size.					
9	Is there community participation for build additional classes?					
10	All parents discuss about the impact of large class size on academic progress of all students.					
11	Ensure all parents attend the school meeting.					

**Part III: -The impacts of large class size on students and teachers**

No	Items	5	4	3	2	1
12	Class size affect the teaching learning physical education process					
13	The teacher cannot evaluate large learner					
14	The teacher cannot control the students discipline in large classroom.					
15	In large class size every students does not get chances to ask and answers question and clarification.					
16	In large class size learning is dominated by fast learners; no less chance is there for medium and slow learner student.					

**PART IV:-The impacts of large class size on teaching practical class of PE**

	Items	5	4	3	2	1
17	Learning cannot occur when the students are noisy in large class size.					
18	In large class size, teachers spend more time for classroom management at the expense rather than facilitating the students learning.					
19	Student cannot learn physical education when they do practical activities in large class size.					
20	In large class size, assessment mostly focuses on tests and examination rather than practical test or continuous assessment.					
21	Learning in large class promotes teachers-centred approach rather than students-centered learning approach.					
22	In large class size that teacher doe's pay attention to individual students.					

**Instruction C:** -In the following list, you will find different physical environment and school facilities may be affected by class size. Please respond by marking a tick “√” against the response you think most appropriate.

**1. Yes            2.No**

No	Items	1	2
	<b>Classroom condition and Instructional facilities</b>		
23	There are enough seating spaces for all students in the class		
24	Chair and tables are easily movable.		
25	There is adequate space between chair and desks		
26	Small numbers of class size environments are able to teach students and help him/her when the help is need.		
27	In large class students do other thing, because the teacher can't see them.		
28	Is there playing field for different ball games?		
29	School have enough sport materials, like balls, javelin, shot put and etc		

## **Appendix II**

### **Interview guide**

The interview would be presented to school PE teacher and school director, school vice director.

1. What is your experience with the running of the education in your school related with the problems of large class size on student's achievements during teaching physical education regarding the following issues?

- A. Instruction facilities and materials
- B. Parent involvement
- C. Physical environments and school facilities
- D. Impact of large class on students
- E. Impact of large class size on teachers

2. What in your view is the effect of large class size on student's achievement in your school?

3. Is there community participations for build additional classes?

4. How do you overcome the problems of large class size on student's achievements during teaching physical education?

### Appendix-III

The main purpose this observation check list is to assess activities practiced in the purposely selected large class sized classrooms in relation to the impact of large class size on student's achievement during teaching-learning process of physical education.

#### I. Classroom and Field Observation Checklist

1. General information \_\_\_\_\_ 2. School \_\_\_\_\_

3. Grade/section \_\_\_\_\_ 4. No of students in the class \_\_\_\_\_

#### II. Information about the teacher

1. Qualification \_\_\_\_\_ 2. Experience \_\_\_\_\_

3. Sex \_\_\_\_\_

#### 1. Activities of the teacher

**Table 1 Activities of the teacher**

No	Activities in the class	Yes	Yes but not effective	No
1	Assess learners prior knowledge and experience			
2	Motivates the students to articulate their experience			
3	Make the classroom interactive			
4	Organize students into pairs/groups			
5	Facilitates group discussion			
6	Control group discussion			
7	Encourages students to participate in group discussion			
8	Clarify the topic of discussion			
9	Teacher spend lots of time for classroom management than teaching			
10	Good classroom management			
	<b>Activities in the field</b>			
11	Good method of teaching			
12	Teaching materials are available			
13	Good demonstration			

14	All students see teacher demonstration			
15	There is not enough time to teaching PE practical class.			
16	Teacher knows what every student is doing and gives equal attentions to all students.			
17	The teachers react against misbehaving through eye contact during teaching practical class.			

### 1. Learners Activities

**Table 2 Learners Activities**

No	Activities in the class	Yes	Yes but not effective	No
1	Learners interacts with teacher			
2	Learners interacts with students			
3	Learners express ideas in different issues			
4	Learners ask questions			
5	Learners answering questions			
6	Learners participate in group discussion			
7	Learners present the result of group discussion			
8	Learners do class activities			
	<b>Activities in the field</b>			
9	Learners participate actively in practical class			
10	Learners demonstrations are there			
11	Materials are available for all students			